

THE **ATA** MAGAZINE



First A.T.A. Workshop, August, 1949

OCTOBER 1949

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THIS MONTH'S COVER

The friendly, informal atmosphere of the Banff Workshop last August is reflected in the faces of those pictured on the sun deck of Chalet 1 at the Banff School of Fine Arts. In this group are teachers representing almost every part of the province—from Foremost Local in the south, to Peace River Local in the north. You can pick out, too, consultants and visiting speakers, wives, members of the Executive, members of the staff, and representatives of other organizations who attended the Workshop.

It is unfortunate that, just as this picture was being taken clouds obscured the magnificent peaks in the background, but those who were there will certainly remember them. They will remember many things—the thought-provoking discussions, consultants always willing to share their experience and knowledge, panel discussions followed by pleasant chats over coffee cups, role-playing, preparation of reports, the constant feeling that there was so much to learn there and so little time in which to learn it, the new friendships made and old renewed, and the many after-lecture jaunts to take in a few of the splendours of Banff.

In this issue appear articles, reports and pictures which describe the workings of the groups.

Of course, one of the nicest things about it all is that there is going to be another workshop next year!



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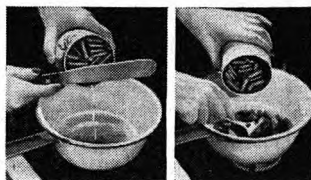
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Higher Standards for the Teaching Profession

Dr. M. E. LaZerte, Dean of the Faculty of Education, University of Alberta, was chairman of a committee appointed in 1947 to study the status of the teaching profession in Canada. A second committee was appointed in 1948 to continue the study. Members of this committee, in addition to Dr. LaZerte, were: Mr. C. Bilodeau of Quebec, Mr. G. G. Croskery of the Canada Teachers' Federation, Mr. H. P. Johns of British Columbia, Mr. H. P. Moffatt of Nova Scotia, and Dr. C. E. Phillips of Ontario. Details of this second important report are given here by Dr. LaZerte.



In September, 1947, the Canadian Education Association, worried over the growing teacher shortage, appointed a committee to study and report upon Canada's teaching personnel. A factual report was submitted in September, 1948. A second committee was appointed at once to continue the study and recommend a program of action respecting teacher education and training and the improvement of conditions in the teaching profession.

At Fredericton, New Brunswick, on September 14 the second annual report presenting over forty recommendations was adopted by the Canadian Education Association as a basic program of action for the betterment of Canadian education.

The data gathered by the committee indicate that short-term measures of dealing with the teacher shortage not only fail to eliminate the shortage but actually aggravate the conditions they are designed to correct. Well-recognized short-term measures are: admitting unselected personnel to teacher training institutions; accepting Grade X and Grade XI students as candidates for certification; short periods of training; temporary certificates; low standards of attainment; use of correspondence school courses in non-isolated areas, and engagement of persons without professional training to act as study supervisors in schools having no teachers. These short term measures have lowered standards of education, cheated the children of their rights, robbed teaching of the prestige that it should otherwise have and created in the minds of parents and ratepayers a wholly erroneous notion of what teaching, real teaching, is and should be.

The Canadian Education Association now acknowledges publicly that the short-term measures referred to above are quite ineffective and that it endorses a program of long-term measures that should correct present conditions. All teachers will be keenly interested in the program now being presented to the Canadian public. The report carrying these recommendations is now going forward to press and it should be available for distribution about November the first.

The Financial Post of November 17th gave a brief summary of the 1948-1949 report, which appears on page 5 of this issue.

30,000 Teachers Wanted--- How Can We Get Them?

WALLACE GILLESPIE

Reprinted with permission from *The Financial Post*

CANADA needs twice the number of teachers now being graduated if future Canadians are to receive an adequate education. And to get them Canada must pay more for teachers, must give them greater recognition as a profession.

That's the essence of recommendations put before the Canadian Education Association's 26th convention in Fredericton, N.B., recently.

A year ago a committee of educators who had taken an exhaustive look at our \$260-millions-a-year education system reported:

"It is unreasonable to assume that more than a minority of Canadian children are receiving or can receive suitable education under existing conditions. Teaching as a profession is relatively unattractive as a life's work. It is not competing on equal terms with other professions. . . . Positive action on the part of the Canadian public is imperative if the schools are to function effectively."

Still unanswered was the vital question: "What's to be done about all this?"

Means by which Canada's children can be saved from sub-standard education—at a time when our educational facilities must wrestle with the war-born population bulge—are now advanced in a new 137-page report, presented by a committee headed by Alberta's Dr. M. E. LaZerte.

It is this second document, with recommendations, that's being studied this week at Fredericton.

The committee's general approach to the problem can be summarized:

1. Well over 60,000 new teachers will be required for Canada's schools

between the term now getting under way and the 1954-55 term. At present training rates, we're producing half that number.

2. If a minimum of two years' academic and professional training beyond senior matriculation were adopted, approximately 80,000 teachers in Canada would require additional inservice training.

How can we fill the bill on a purely quantitative basis, let alone get the quality needed to reach modern educational objectives?

Contents the committee: The career holds too little promise of satisfaction.

Better, it argues, to work toward a new concept of teaching as a career. It involves more than salary, standards, rewards for initiative, more general contact with the business world and with other professions.

Here's the Program

If the committee's concept of teacher education and teacher selection were implemented, here's the situation it would bring into being:

All teachers would begin service with education extending at least two years beyond high school graduation.

All would have had at least a year of full-time attendance at a university; some would proceed to a bachelor's degree before service; others get this degree through summer school.

The year, or preferably two years, of teacher-training would be of a broad character, with less time given to lectures, more to practice teaching and other experience of value.

In any province, full professional status would be marked by only one professional certificate (some 50

varieties are current today), and a bachelor's degree would be one requirement for this certificate. Every capable and alert teacher would be encouraged while in service to secure specialist background in various fields and the higher prestige of a graduate degree.

Present practice of giving separate diplomas or other recognition for more advanced work would be abandoned. Such work would carry university credit (such as for the master's degree) and advanced professional degrees would be recognized as the mark of outstanding professional ability, and not merely academic attainment.

What standard of living should such a teacher receive? The committee recommends:

1. That provinces introduce minimum salary scales guaranteeing teachers with training equivalent to university graduation pay comparable with that of other similarly-

trained professional groups in salaried positions.

2. At least 10 yearly increments of \$120, and recognition of previous teaching experience.

3. Similar salary scales for teachers with training not equivalent to that of university graduation, guaranteeing pay proportionate to the degree to which their training equals that required for university graduation.

4. Pay for teachers as a group bear an equally satisfactory relation to other workers in the province or locality in which they teach.

5. No one with administrative or supervisory duties to get less than 5% above those over whom he has to exercise direction.

6. A desirable pension basis be established as one that would give the teacher 2% of the highest average salary for a consecutive period of 10 years multiplied by the number of years of service up to 35.

ESSAY CONTEST—ALBERTA TUBERCULOSIS ASSOCIATION

1. No Entry Fee is Required.
2. No Contribution is Required.

When entry forms and educational material were distributed to teachers, we enclosed a sheet of Christmas Seals—for demonstration purposes only. Some teachers have been sending us contributions. May we repeat that no fee or contribution is required. The essay contest is purely an educational project.

The Christmas Seal Sale will be conducted later this fall by the various Seal Sale Committees, in which all Alberta homes will receive the usual appeal letter and \$2.00 worth of Seals. This Annual Seal Sale is our only fund-raising method and is conducted accordingly.

The Essay contest is not to be confused with the Seal Sale. The Essay Contest stands by itself as an educational project designed only to bring reliable information about Tuberculosis, its prevention and treatment, through the classrooms to the home of Alberta

E. R. BAXTER,
Health Education Division,
Alberta Tuberculosis Association.

How Contagious Is Ethics?

WILLIAM S. TAYLOR

Reprinted from *NEA Journal*.

A number of questionnaires answered by the members of the Workshop at Banff referred to the importance of a course in Ethics at some future Workshop. This article may help some locals to deal temporarily with the problem of having all teachers accept full professional responsibility.

MEASLES is one of the common contagious diseases. Most of us as children, when first exposed to the contagion, became rather sick in 10 to 14 days. We knew we had something and it didn't do much good to try to conceal the fact from our parents. It was all so definite and so inexorable.

Professional ethics is not like measles. We know little of its onset, the mode of transmission, the period of incubation, the time of greatest communicability, and the methods of control. It is a condition which we **hope** is highly contagious among student teachers. The effects, we pray, will last a whole lifetime. And, unlike measles, we like to think that everyone who has caught it will show undebatable marks.

It is often thought by most readers that teaching is a profession. We believe that a code of ethics helps to give us professional status. Individually, we are less certain when or how we acquired ethics, we have difficulty distinguishing the "professional" from the "general" variety, and we are not at all sure how to guarantee that the next generation will not be immune.

The NEA Committee on Professional Ethics is concerned about how to make ethics contagious. It seemed advisable this year to go to the teacher-education institutions to see whether professional ethics was caught or taught. The committee asked the NEA Research Division to help, and the present article is based upon the materials collected, which will appear in greater detail as the 1949 report.

Collecting Samples

In February 1948, the NEA Research Division asked a number of leaders in teacher education to list the names of teachers' colleges and schools of education which they believed had "really effective programs of professional ethics for teachers." About 100 institutions were nominated. To the heads of these institutions was sent a questionnaire asking for (1) opinions on how professional ethics could be taught and (2) a brief descriptive statement of the program of the college. Replies were received from 80 colleges located in 28 states and the District of Columbia.

All but two of the respondents thought that it was "very important" for teachers to acquire appropriate knowledge and attitudes of professional ethics; the two were satisfied to check the answer: "of some importance." All but these two thought that the **basic** understanding of professional ethics should be acquired during the preservice period of teacher preparation. The two continued to be skeptical.

Perhaps some of the skepticism is explained by the difference of opinion on whether or not the teaching profession has a body of ethical facts, policies, and other materials which could be organized and taught to students. About 75% of those responding thought that such materials existed; 21% doubted that the content of professional ethics lent itself to organized treatment; 4% were not sure that any content existed. Several of the replies explained that the writers thought of professional ethics as "attitudes" rather

than as a system of facts.

Methods of Teaching

The inquiry form also listed 10 common procedures and devices for teaching professional ethics. The administrative officers of the teacher-education institutions were asked to evaluate these procedures as to their "effectiveness" in teaching professional ethics.

At least half of the replies classified as "very effective" the following six items: (1) the general atmosphere of the college, (2) individual guidance of students, (3) emphasis in regular courses, (4) informal activities of the college, (5) special units on professional ethics in education courses, and (6) specially planned visits to school systems by student teachers. Generally considered "useful" but not outstandingly effective were: (1) individual reading by students, (2) assembly and chapel exercises, and (3) special courses in professional ethics.

The least effective procedure, according to about 86% of those replying, is the memorization of codes of ethics. Only one respondent rated this procedure as being "very effective."

It was recognized, both by the investigators and the respondents, that the evaluations were affected by the experience and backgrounds of those who gave their opinions. Also, as some of the respondents indicated, a given procedure works better with some students than with others or in one type of instructional program than in another. However, the purpose of the ratings was to obtain a general view of qualified opinion rather than to place each procedure in its permanent niche.

The rather interesting point, however, is the clear leaning of teacher-education specialists toward the more informal procedures. Apparently, there is not much faith in memorization of fixed and systematic informa-

tion as exemplified by codes of ethics and specialized - subject matter courses.

Preservice and Inservice Education

It seemed worth exploring to ask those in teacher education whether a teacher should acquire his understanding of professional ethics during his student days or after he was employed in teaching.

Seventy-four percent of the respondents thought that at least half of the typical teacher's understanding of professional ethics should be obtained during preservice education. Nearly one-third believed that three-fourths of the ethical understandings should be the result of preservice college preparation. Only about one-fourth of the respondents were of the opinion that professional ethics should be largely acquired after employment began.

No one would pretend that these judgments were exact measurements. The purpose of the question was to bring out some idea of the role of the teachers' college and the school of education. Clearly, the majority of these experienced leaders agree that preservice teacher education has a major responsibility in equipping students to meet the ethical obligations of their chosen occupation.

The differences in the judgments expressed may have special significance. Is it likely in an institution where it is believed that ethical understandings are not acquired during preservice preparation that the college program will give much attention to professional ethics? Or to put the question in reverse: Where there is a strong endorsement of professional ethics during teacher education, is the college program likely to be rich in opportunity and thorough in methods?

The majority of opinions expressed suggest that strong support of professional ethics is closely associated

(Continued on Page 48)

Children State Their Educational Philosophy

ELSIE W. ADAMS

Reprinted from *Educational Leadership*

Elsie W. Adams, supervising teacher in the Department of Instruction, Denver, tells of the way children were encouraged to formulate their "philosophy" and shows us how these five- to twelve-year-olds unerringly recognize the goals which some of us, as teachers, have perceived only dimly.

I would tell teachers to explain things well.

They should let you do things for yourself.

There should be an art period every day.

There should be interesting things to play and work with.

THESE are statements from five- to twelve-year-olds which reflect what children expect from their schools. They came from children in three schools as a result of efforts to determine children's "philosophy of education."

We Went to the Children

In our efforts to discover the "philosophy" of children in relation to their attitudes toward school, the methods used were simple and direct. So that there would be no feeling of striving to say those things which the teacher might expect of them, classroom teachers were not present during discussions with children. An atmosphere of freedom and confidence was built up with each group as it was explained that in planning better schools, we, of course, want to have the ideas of the children since they are the ones for whom the schools are planned. The questions asked were direct and short: "What makes this a good school?" "How would you plan a good school for girls and boys?" and, in some instances, "What do you expect the school to do for you?"

In two schools children in each

room discussed the questions. At the third a longer discussion period was spent with committees—one committee composed of three representatives from each of the fourth, fifth and sixth grade rooms; and the other committee of representatives from the first, second and third grades. In talking to the upper grade committee, "Why?" was the question asked as children suggested that factors such as discipline, co-operative parents, and a nice-looking building were necessary for a good school. Certainly this procedure seemed effective as children, in explaining their points of view, revealed attitudes based upon genuine thought and judgment.

They Know What They Want

In informal talks with children every effort was made to show no evidence of approval, disapproval or surprise when the answers bubbled out. Suggestions were recorded exactly as given. Many children in each room would repeat in their own words ideas and suggestions already given, but unless there was some difference in meaning or intent, only the original statement is quoted. Surprisingly few replies, it seemed, were colored by traditional home attitudes in relation to skills in spelling, arithmetic and reading. Children speak in broad terms. They reveal that school is a way of living for them. They want it to be a place where they do more than "learn." They plead in their own words for "education for the whole child."

These contributions of the children are significant insofar as certain very definite attitudes and desires are revealed through them. When children from first grade to sixth express over and over again the same ideas, surely those ideas should be considered in planning and evaluating the kind of education we are giving to these children. The basic needs and desires which they reveal should point the way in formulating a philosophy of education for the elementary school.

A working philosophy must always be judged in terms of the way it meets the needs of those concerned. Many of their needs are not discerned by children. These must be considered by those who are planning their education. Too often, however, valid needs and desires which children do express are overlooked.

This They Told Us

The following psychological needs are clearly shown through the simple, often naive, statements quoted verbatim, which are made over and over again by children:

Need for understanding, affection, self-respect. The teachers should be *nice*. They should not be cross when they don't have to be. I would tell teachers to explain things well. They shouldn't get cross when they don't understand. They should let you do things for yourself. They should give you responsibility. The teacher should be interested in every child.

Need for security. A school should have rules to help children. The teacher should make the children mind. The teacher should really teach you. I'd make the children be good. The Safety Patrol and Color Guard help us. You develop responsibility when you have a job to do for your school. The way the children act makes a good school.

Need for recognition of physical growth and development. I'd have a bigger playground with more swings

and slides. There should be a gymnasium. There should be more play periods. I'd let children use the gym after school. Play in the gym rests children after they have been working hard.

Desire for varied types of activity for the whole child. There should be an auditorium where we could give plays. I'd have more picture shows. I'd take the children on excursions. There should be an art period every day. Our teacher lets us have free work periods and she talks and jokes with us. I'm glad we have music and singing together. We have social studies and get to make nice things.

Need for satisfaction in the desire for learning. I'd have lots of books for the children to read. The teachers should bring things to show the children. I would have clay and art things and a work bench. I would have a school library. There should be pictures for the children to look at. There should be good things to play with and to work with. I would plan interesting work for the children to do.

Need for participation in the group. The children co-operate. We try to make friends with new children. The boys and girls are nice. School should help us to be good sports. The teacher and the children should have meetings to talk things over. We have fun together. Children should learn to work and play together.

Desire for proficiency in meeting situations demanding academic learning. You feel better when you know you have done your work well. I think the school should teach me the things I need to get a good job. I like the way the school teaches us to handle the problems we need to know about when we get older. Hard work makes you learn more and know things. The children should read a lot of books, and write, and do work. We have arithmetic and I like it.

Desire for order and beauty in surroundings. The building should be neat and clean. The children should help to keep it nice. The teachers should put decorations up in the rooms. There should be grass and trees and flowers growing around the school. The children should make pictures to decorate the room.

Their Requests Can Be Filled

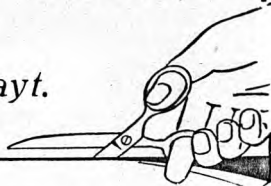
This "philosophy" of the children comes close to the best in modern educational philosophy. The ideas are there. School should be "a place for doing"—for "learning what we live." The children have given their suggestions. Many of them can be put into practice tomorrow morning in classrooms.

Teachers can try to be *nice* teachers: to like and understand each individual child; to explain things carefully; to be patient when the explanation fails to go over; to take time out now and then for a talk and a little joke; to be both reasonable and consistent in the demands made upon children. Teachers can vary the day's program and work definitely to make it more interesting. They can plan the unusual experience which will highlight regular routine—such little things mean so much to children. The schoolroom can be made a happy place with pictures and growing things; and the children can help to keep it orderly and attractive. They are eager for a share in this responsibility. They are eager, also, to learn, to respond, to grow.

This, then, is the challenge underlying the philosophy so simply stated by the children. It is a philosophy which can be put to work.

CLIP CORNER

By
Clayt.



Teachers must be free to think. Beware of labelling "red" those who think differently from ourselves.

—**Mable Studebaker.**

Life is a grindstone—and whether it wears you out or polishes you, depends upon the stuff you are made of.

—*Wyoming Education News.*

Ethics is defined as a pattern of behavior; the science of morals, moral principles or practices. One might call a professional code of ethics the conscience of the profession.

—**Mary Peckham,**
Connecticut Teacher.

We can have a great teaching profession only as individual teachers are great.

—*NEA Journal.*

The reason a dog has so many friends is that his tail wags instead of his tongue.

—*The Ontario Public School Argus.*

Did you ever stop to think that whatever any government gives it first takes?

—*The Ontario Public School Argus.*

No school can promote pupil growth until it first provides for and stimulates teacher growth.

—*Wisconsin Journal of Education.*



**E. T. Wiggins, Vice-President,
Canadian Teachers' Federation**



**F. J. C. Seymour, Director,
Canadian Teachers' Federation**

C. J. Oates of British Columbia, president, said that "militant" action by the teachers of Canada might be the only effective way of raising the salaries of teachers to a professional level.

Dr. J. G. Althouse of Ontario spoke on federal aid, especially in respect to the problem of providing federal aid to the provinces without infringing on provincial rights to control education. **George G. Croskery**, secretary of the Canadian Teachers' Federation, asked that support for federal aid be solicited from industrial and business organizations and provincial ministers of education. **Dr. O. V. B. Miller**, New Brunswick, past president of the Canadian Teachers' Federation, reported on the delegate assembly of the World Organization of the Teaching Profession held at Berne, Switzerland.

The **LaZerte Report** to the Canadian Education Association was brought to the attention of the delegates by **George G. Croskery**.

The **Prince Edward Island Teachers' Federation** entertained the delegates at dinner and the **British Columbia Teachers' Federation** were

hosts at an "after-five" informal party.

Security of tenure is not satisfactory in any province and is an important factor in the teacher shortage.

The relationship between **school hockey** and the **hockey association** was criticized.

A protest letter was written to the **Prime Minister of Education of Prince Edward Island**, who is also the Minister of Education. The delegates took a dim view of his antics as Minister of Education.

The fees were raised from **40c to 60c per member per year** to enable the office to provide more services to the membership.

The **most important resolution** passed, "Be It Resolved that the Canadian Teachers' Federation deplores the practice of placing unqualified persons in any teaching position in Canadian schools and that a copy of this resolution be sent to all provincial departments of education and to the Canadian Education Association."

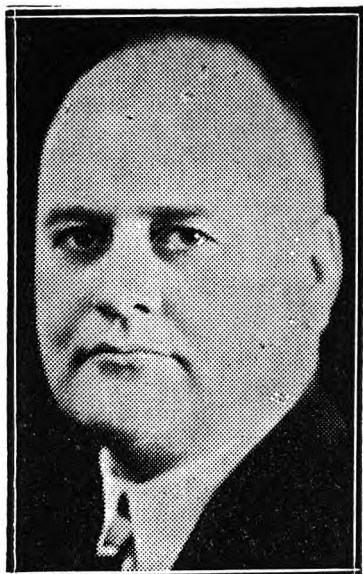
All provincial reports emphasized the fact that education is not getting a square deal, and that, in all

John Francis Percival

Mr. Percival, prominent employee of the provincial government since 1930, and member of the Investment Committee of The Teachers' Retirement Fund Board for ten years, died suddenly in an Edmonton hospital on September 3, 1949.

Born in Brandon, Manitoba, Mr. Percival entered the service of the Imperial Bank of Canada in 1908 and served with them in towns and cities in Alberta until 1930 when he was appointed supervisor of cooperative credit with the provincial government. Appointed deputy provincial treasurer in 1933, he was associated actively or in an advisory capacity with numerous provincial government boards.

In his capacity as a member of the Investment Committee of The Teachers' Retirement Fund Board, he was responsible for the regulations governing investments adopted by the board, and it was due to his interest and advice that the fund has



earned such a high rate of interest and is still composed of first class securities.

The secretary of The Teachers' Retirement Fund regrets to report the death of the following teachers:

Marjorie C. Bennett	- - -	(May 28, 1949)
William Gordon Collier	- -	(July 26, 1949)
John Douglas C. Dennis	- -	(April 15, 1949)
J. G. Ferguson	- - - -	(August 29, 1949)
Alice Irene MacDonald	- -	(April 7, 1949)
Florence Martin	- - - -	(May 28, 1949)
George Duncan Martin	- -	(January 27, 1949)
Medare Roch	- - - -	(August 24, 1949)
Grace Rogers	- - - -	(May 4, 1949)
J. R. Shearer	- - - -	(November 16, 1948)

provinces, teachers are leaving classrooms for "money." All provinces education fought for schools and admitted that other ministers in the teachers. —From *The Saskatchewan Bulletin*.

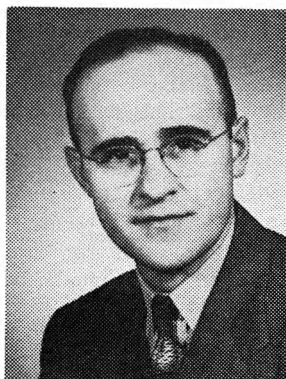
Congratulations . . .

Mr. Holman recently appointed Superintendent of Schools has been a teacher in Alberta for over 17 years and has been with the Lethbridge School Division from its inception.

He began teaching in one and two room schools near Lethbridge. For three years he was principal of Wallace School in Shaughnessy and for the last seven years he has been principal of the Diamond City Central School.

Now holding his Bachelor of Education degree from the University of Alberta, Mr. Holman is proceeding with his studies toward a Master of Education degree at this university.

As the district representative for



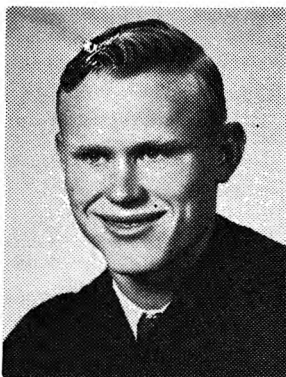
MARION HOLMAN

Southeastern Alberta, Mr. Holman served on the Executive of the Alberta Teachers' Association from 1946 to 1949.

The John Walker Barnett Memorial Scholarship awarded each year to the outstanding second year student studying education at the University of Alberta was won this year by Henry Thomassen of Calgary.

Henry Thomassen, winner of the John Walker Barnett Memorial Scholarship for second year students in the Faculty of Education, is a native of Calgary, Alberta. Having attended public and intermediate school in that city, he took his high school training at Western Canada High and obtained his senior matriculation standing in 1947.

In the fall of 1947 Mr. Thomassen entered the Calgary branch of the Faculty of Education on a Provincial Teacher Training Scholarship, and during the 1947-48 session completed his Junior Elementary and Intermediate course. In the spring of 1948 he accepted a teaching position in a one room rural school near Fairview.



HENRY THOMASSEN

After having completed a second year of training at Edmonton's Faculty of Education last year, Mr. Thomassen taught at Keg River for four and a half months.

Mr. Thomassen plans to continue his studies in education at the University of Alberta, working toward a Master's Degree. We wish him every success.

● **"A trustee's first responsibility is to the children,"** says *The Alberta School Trustee*. Well, how about the trustees making a start by paying enough money for teachers so that every child can have a teacher?

● **This scheme of giving scholarships** to anyone who will take up teaching is not opposed in its entirety by the Alberta Teachers' Association. Quite the contrary. The Alberta Teachers' Association approves, in principle, the granting of scholarships to all high school graduates who have the ability and the ambition to continue their studies in any faculty of the university or in any trade school.

● **But the Alberta Teachers' Association** does not believe in wasting taxpayers' money on anyone who will go into teaching.

● **Teacher-recruitment campaigns** are like the old story that when the army needs recruits badly enough, it no longer tests the soldiers' eyes, it counts them!

● **Surely there must be** some practical method of screening or selecting students entering the Faculty of Education. Alberta needs good teachers and cannot afford to waste time or money training persons who are not fitted for the job of teaching.

● **Pre-historic dwellings** 10,000 years old have been discovered in British Columbia, according to the newspapers. Too bad it wasn't in Alberta where they would probably be put to use as schools!

● **The shortage of teachers** in Canada is something like "May Week" at Cambridge. This celebration is held in June and lasts less than a week. However, it is held at Cambridge. Likewise, while there is a shortage of teachers in Canada, it is

not a shortage and they aren't teachers, but it is in Canada.

● **So if there is a shortage** of teachers, the remedy is to use "untrained teachers" which does away with the shortage of teachers!

● **This year the Minister of Education** was invited to come to our workshop at Banff but he was unable to attend. Although, the newspapers indicated that at about the same time he made a trip to Fort McMurray to look over the oil sands.

● **The Minister of Education** promised (last May) to attend teachers' conventions in Peace River, Grande Prairie, Lac La Biche, St. Paul, and Two Hills. The last week of August the office was informed by telephone that the Minister would not be able to make the trip. No offer was made to name a substitute. Later it was reported that the Minister of Education had gone to New Brunswick to attend a meeting of the Canadian Education Association.

● **Our teachers think education** in Alberta should come first with the Minister of Education for Alberta.

● **Our teachers wish to see** the Minister of Education follow the example of the Minister of Agriculture, who tries to attend all possible meetings connected with agriculture in this province. Furthermore, the officials in the Department of Agriculture follow their minister's example, as do the members of the staff of the Faculty of Agriculture.

● **"Ninety-nine per cent** of the present day school boards are reasonable men and women and are anxious to cooperate with the teachers." (*The Alberta School Trustee*). AGREED, but what about the other one per cent?

ALBERTA TEACHERS' ASSOCIATION

60 TEACHERS ATTEND **A.T.A.** WORKSHOP
AT BANFF IN AUGUST, 1949 ---

Group Dynamics

Collective Bargaining

Publicity and Public Relations

Reporting and Journalism



GROUP DYNAMICS

1. Make plans for more teacher participation at fall conventions.
2. Encourage all members to talk at meeting of local executives.
3. Principals must be made to see that all teachers have a share in staff decisions.
4. Local meetings must be planned to interest all members, e.g., buzz sessions.
5. Workshop techniques can be used at institute meetings and in study groups.

COLLECTIVE BARGAINING

6. Salary agreements should be negotiated annually.
7. All agreements must be bilateral.
8. The Alberta Teachers' Association should be certified as bargaining agent.

PUBLICITY AND PUBLIC RELATIONS

9. Influence the public through individuals you know.
10. Teacher-teacher relations influence public thinking about teachers.
11. Help to dispel the popular idea that teachers are cranks and super-critics.
12. Encourage teachers to participate in all worthwhile community enterprises.
13. Use radio programs to get public support for schools.

REPORTING AND JOURNALISM

14. What is news?
15. How should stories about schools be written?
16. How can the section in *The A.T.A. Magazine*, "News from Our Locals", be improved?

Informed Public Needed, Says Panel

Bertha Lawrence, representative of the Edmonton High School Local at the Banff Workshop, gives us this report on the panel held there on publicity and public relations.

DO YOU want publicity for the "what's what" of teaching? Do you think it is important to tell the public what goes on behind the doors of your classroom? Then why aren't you flooding your local newspapers, magazines and radio stations with this news? You don't know how to go about it? A panel discussion at the Alberta Teachers' Association Workshop at Banff last August will give you some tips.

R. J. Needham of the editorial staff of *The Calgary Herald* said teachers can get this publicity in two ways:

1. They can, and should, speak on classroom activities at local service clubs.

2. They should make personal contact with the editor of their local newspapers. By "dropping in and chewing the fat" with the editor, the best of relations often arise between the press and the teaching profession. The teacher can be the reporter of the educational news which newspapers want.

"Radio, too, would welcome material from the classroom in a well-written and entertaining form," said the manager of radio station CFRN—G. R. A. Rice. He stressed the need for personal relationship between station manager and teacher and the necessity of tying in education with

entertainment to get the public to listen.

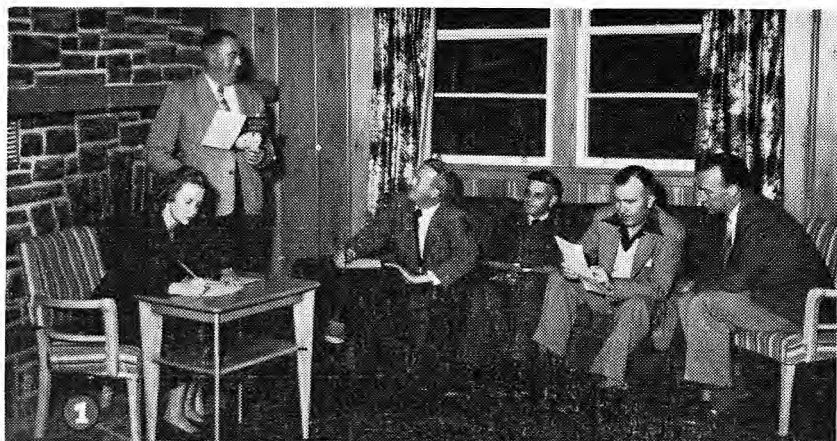
The president of the Alberta Weekly Newspapers' Association, John Huckell, said even good products like education cannot afford to stop advertising. Educational news in weekly papers is one of the best forms of this advertising.

Macdonald Holmes, Public Relations Agent for the Alberta Teachers' Association, playing the role of an interested but somewhat bewildered father, demonstrated that teachers have a public in the parents. Parents really want to know what their children are doing and learning and they would like to know this from the teacher.

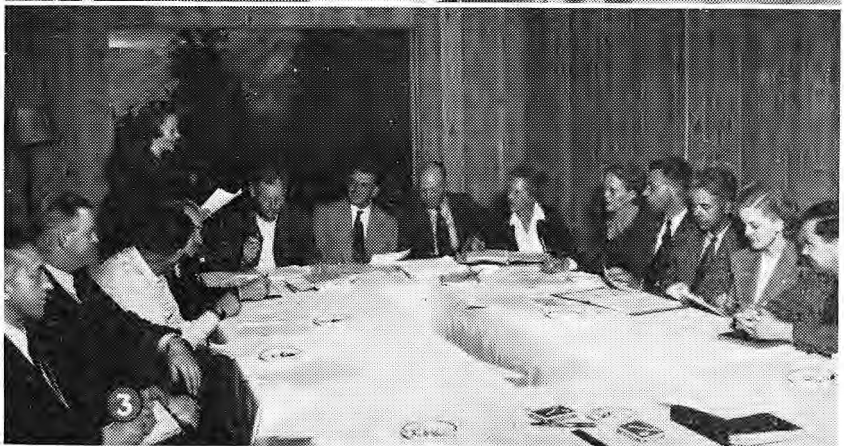
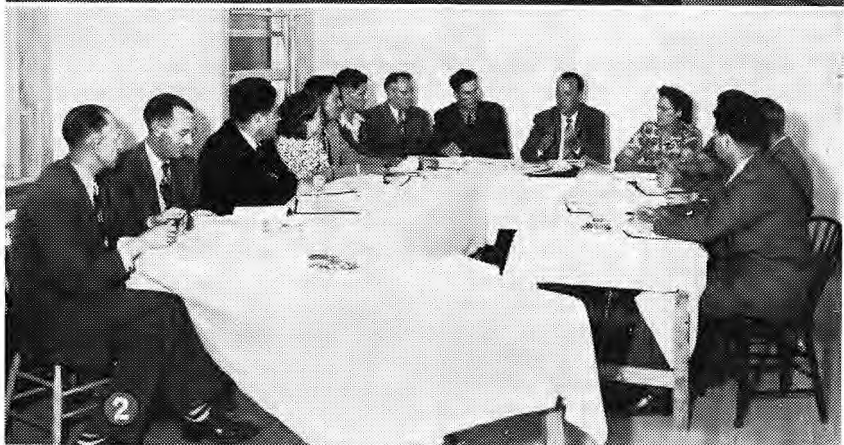
Give them this information. Speak to them at their service clubs; "drop in and chew the fat" with your local editors; call on your radio managers, and tell them what is going on; and pour a constant stream of material into your newspapers and radio stations, as they have invited you to do. The result will be good public relations, out of which will grow good editorial copy.

What is the aim of all educational publicity? It is "a public interested in, and informed on the ways in which modern education serves the best interests of the child." Thus Robert E. McKay of the California Teachers' Association, Chairman of the Panel, summed up the discussion.

"To get participation, make members feel secure in the group, allow time for those who think slowly to formulate their opinions, consider human feelings—give the timid confidence, don't allow the chairman to dominate."—Donald Nylen, Banff Workshop.



1. Discussing plans for the Workshop, left to right: Elaine Waller, K. A. Pugh, Eric C. Ansley, Donald Nysten, Robert E. McKay and Charles D. Ovans. 2. Publicity and Public Relations in action. 3. One of the more "relaxed" moments in Group Dynamics.



1. Panel members, left to right, Marian Gimby, H. E. Smith, Jessie Maxwell, F. J. C. Seymour, Donald Nylan and Roland Ward. 2. Discussing aspects of collective bargaining. 3. "No more pedageese"—Miss Waller.

Publicity and Public Relations

ROBERT E. McKAY

Director of Field Service, California Teachers' Association

A GROWING awareness that the future of Alberta's schools and the educational welfare of her children depend directly upon what the public thinks of teachers and the school system has resulted in widespread interest throughout the province in developing a program of good school public relations.

Coupled with this expanded interest on the part of teacher groups is the realization that public relations is a function for which every member of the profession has a responsibility. The old concept once held by some that publicity and public relations were one and the same thing has been supplanted by the knowledge that public attitudes towards the schools are formed largely on the basis of contacts between school personnel and the public.

More and more school people now understand that the attitude and actions of a teacher in the classroom often go farther towards building goodwill for the schools than widespread newspaper publicity by itself. They realize, too, that the job of public relations, if it is to be done effectively, cannot be turned over to an expert or a staff member specializing in that field and then forgotten by the profession. Neither is it the type of activity which can be discussed by a committee or a local organization once a month with the expectation that good public relations will result automatically.

Instead, public relations is an essential part of the program of every teachers' organization, a part which must be planned and directed towards certain specified goals. It is an activity in which every teacher must play a part every day, both in and out of the classroom.

Mr. McKay, Guest Speaker at our last Annual General Meeting, was consultant for the Publicity and Public Relations Group at the Banff Workshop.

Survey Local Situation

Establishing a public relations program at the local level is not and should not be made a difficult task. It is important, however, that the program be planned to meet local needs and that over a long period of time it can be expected to bring about a better public understanding and appreciation of the objectives, methods and problems of education. It must be conducted so that in the end public sentiment will be with educators to the end that better facilities may result for the children.

How does a local teachers' organization go about establishing a public relations program?

First, it is important that a committee be appointed to plan and direct the activity. Its members should be teachers having some appreciation of the importance of the function or at least a desire to learn more about it.

An informal survey of the local situation should indicate readily the weak spots, if any, in the relationship of the schools with the community. Perhaps it may be an unfriendly press, a critical business group, an uncooperative tax-paying public. Whatever the trouble, it is likely that the condition exists because of a lack of understanding or appreciation by the public of the importance or the needs of the schools.

Once the local situation is appraised the committee then should decide upon the means of correcting the trouble; it should agree upon

some reachable goals. The program should not be too ambitious. The group should not undertake to do too much, for failure most likely will result. Take it slowly; do a few things, but do them well.

After preliminary plans have been made what sort of activity should the group undertake? Into what channels should it direct its energies?

Every group of teachers should examine itself at the start. What about the teacher's relationship to the teaching profession? Are members making harmful criticism about other's levels of education, or making unkind remarks about principals or inspectors? If these points of friction exist what can be done to eliminate them?

Extension of the single salary schedule has been suggested as one long-range means of removing the economic difference which exists between elementary and high school teachers. Better understanding between the various groups of teachers can be achieved through frequent social contact. A better understanding of the Alberta Teachers' Association Code of Ethics by the rank and file of teachers would do much to ending harmful and unethical criticism of the profession by its own members. This is important because what teachers say about teaching all too often becomes what the public thinks about the schools.

The public relations committee also should direct its attention to the day-to-day relationship of the teacher and the pupil. The teacher should be made even more aware than at present that what happens in the classroom does much to determine public thinking about the schools. An unpleasant classroom experience by a pupil, or the attitude of a tired or overworked teacher, is almost certain to become the topic of dinner table conversation in the home. And frequently the child's version of what happens at school is the only impression the

parent ever receives of the school system.

Consequently, the local association might well consider how it tactfully can bring to the attention of its members the importance of such things as voice, attitude, clothing and classroom conduct. Use of recording devices at teacher meetings might be an entertaining yet effective way of pointing out the effects of unpleasant, harsh or high-pitched voices on the children.

A teachers' local, through its public relations committee, can devise means of establishing favorable contacts between the parents and the schools. Open houses already are used during Education Week, and the Home and School Association serves to bring parents closer to the schools. In addition, the judicious use of home visitation can be used to get the teacher and parent to know one another. Such visits should be arranged in advance, never made as a surprise to the parent—the mother might be in the midst of the family wash—and should always be on a positive, cheerful note. The teacher should always find something good to say about the child. Too often the teacher appears at the home only in the role of a policeman when the child is in trouble. That situation should be reversed.

Goodwill for the schools and the teaching profession also can be developed by frequent friendly telephone calls to the parents and by the sending of notes to the home. A public relations committee might well arrange for this to be done on a systematic basis.

Participate in Community Affairs

The importance of teacher participation in community activities cannot be over-stressed. If members of the teacher group are not already taking an active part in representative organizations it should be arranged at once. Teachers should not only be

(Continued on Page 46)

The Challenge To Group Study Organization

DONALD NYLEN

Director of Counselling, Seattle Public Schools, and Consultant in Group Planning at the Banff Workshop

WE ARE all members of groups.

Those of us who are in education spend a large part of our lives in meetings, whether they be informal get-togethers with students, other teachers, parents, or more definitely structured situations in the classroom, professional organizations, or community gatherings. How frequently we wish we could help our groups to function more efficiently and effectively, to have better self-understanding, and to come to better conclusions based upon the collaborative thinking of all the members. Small wonder then that the Alberta Teachers' Workshop held at Banff last summer gave some attention to the problems of group organization.

The study of group dynamics is a frontier field which draws together the understandings of many types of social scientists such as psychologists, cultural anthropologists, and sociologists, and relates them to the practical human relations problems in all types of groups. It focuses interest simultaneously in three directions: the training of effective group leaders and members, the translation of increased knowledge about the processes of group change into action, and continuous assessment and research on the problems of group life. It is premised on the knowledge that group behavior, though complex, is understandable and measurable. To state this is not to imply that the study of group dynamics will give easy answers or a formula for solving our group ills. It can however open the road to greater understanding of the many complex forces operating in any group. It can sensitize us to the problems of group behavior and to

the problems of leadership and membership. It can help us train ourselves and others to be more productive group members and leaders, and by teaching us a method of working together help us point towards ways through which we may find solutions of many group ills.

What then is the content with which a study of group development deals? Groups which undertake a study of their processes concern themselves with the problems of group locomotion which include such areas as how to establish an agenda which meets the needs and interests of all members, the kinds of contributions which contribute to group strength and those which block group growth, how to arouse interest among apathetic members and the nature of effective communication in meetings. Closely related are the problems of interpersonal relationships and the kinds of membership roles which fulfill group needs. While most of us are aware of individuals within groups, thinking of contributions in terms of the progress of a meeting is less common. Thus, for instance, a meeting which is to find direction and make headway in the definition of a problem and its solution needs such roles as the initiator of ideas, the information giver, the clarifier, the evaluator, the summarizer, and the recorder. Cohesiveness is brought about through contributions oriented toward maintaining, or altering the way of working so that one may find roles such as the encourager, the harmonizer, the compromiser, the expediter, the standard setter, and the observer. Such roles are not

* Dr. Nylen is a member of the staff of the National Training Laboratory in Group Development.

the characteristic or property of one person so that an awareness of the dynamics of group life both create greater sensitivity on the part of members and enable them to contribute to the total growth more effectively.

Before members have gone very far in the study of processes, concern arises over the role of leadership. Maximum efficiency calls for each member to contribute as he can most effectively serve the total need. Frequently in a relatively mature group different members may fill leadership roles as their particular insights and knowledge serve the common needs and lead the group forward in its thinking. Leadership is only fruitful as its planning is both acceptable to and constructive for the total need. Groups accord leadership to those who can serve them best at their own particular level of growth, though only in a relatively mature group is this a somewhat conscious process.

Problems of leadership and membership relationships lead naturally into questions of ethics and a philosophy of change. What is democratic change and how does it come about? Is it inextricably interwoven with the growth and understanding of membership? Such considerations concern all who interest themselves in the processes of group life.

No study of process can be effective without consideration of scientific methodology. Actual research projects on group life must be carefully thought through and painstakingly constructed if results are to have any validity. Yet relatively simple methods and instruments may help members gain a more scientific approach to the study of group dynamics and to understand how groups may study themselves. The use of a process observer may serve such purposes. Such an observer focuses attention on how the group goes about

its task, whether for instance the problem for discussion is understood by all members, of concern to each, and whether the contributions of all members are considered. When called upon, his comments and questions help focus attention on the method by which the group has gone about meeting the challenge of its problem. An effective observer refrains from criticism of members as individuals and stimulates thinking about group needs.

Groups may also make simple assessments of their functioning by the use of various types of questionnaires. A simple form frequently used is the post-meeting reaction sheet. At the close of the meeting, each member anonymously checks his rating of the meeting on a scale of excellent, good, fair, mediocre, poor, and indicates under comments any observations which come to mind. These are summarized and duplicated and given to each member at the beginning of the following meeting so each may see how others felt about it. Such post-meeting reactions serve several purposes. They bring out feelings which may not have been expressed in the meeting but which are important if the total need is to be met. They help both members and leaders understand how varied are the preceptions in any meeting. They frequently challenge more active members who, because of their activity, may feel more satisfied with results to realize how important are the contributions of others for total group growth.

Within the general framework of group study there are many simple techniques which facilitate growth. Among these, both role-playing and the "buzz session" were used at the Banff workshop. Role-playing which may take many forms is a brief, impromptu dramatization of a situation in order to study the human rela-

(Continued on Page 26)

Education Writing

ELAINE WALLER

**Miss Waller, Roving Reporter
For Rural Editorial Service,
was consultant in Education
Writing at the Banff Workshop.**

DO you write so that your readers can understand you easily?

Do you:

1. Plunge right in and spurn empty, pointless, wind-up sentences?

2. Trim your sentences to an average of 20 words?

3. Avoid "pedagoge" such as *utilize* when you mean *use* . . . *modify* when you mean *change* . . . *institute* when you mean *begin*?

4. Put your ideas down in logical order?

These are some of the questions teachers who attended the session on education writing at the first Alberta Teachers' Association Workshop are asking themselves. Whether you are writing news notes for your local bulletin, articles for your weekly or daily papers, or reports for *The A.T.A. Magazine*, readability is your aim.

That is what we talked about most in the education writing sessions. We started off with your readers. For whom are you writing? Sometimes it is for your colleagues, sometimes for laymen. We talked about approaches that appeal to either or both groups.

For the teacher, it might be something like: "It's time Alberta teachers looked hard at spelling problems." For the layman-parent, it might be: "Is your child getting the kind of reading instruction he should have?"

We decided that in writing for the public, emphasis should be on giving laymen a picture of school life so

they will be eager to support better schools.

Then what shall you write about? We did a little thinking about news stories and features that are just lying around waiting to be written. Here are a few we listed:

1. How youngsters learn to read through the 12 grades, a good Book Week or Canadian Education Week story.

2. What goes on in social studies classes—discussion of current issues, projects, field trips.

3. The guidance program; more than an account of the machinery, but a description of how the teacher helps young Bill adjust in school, find the right job. A possible news peg: job prospects for graduates.

4. Interviews with teachers when they win some honor, publish an article, take over a new post, have an unusual hobby, return from exchange teaching.

5. New equipment in the school; follow through and show how teachers and pupils are using it, how education has been improved by its purchase.

Now, how are you going to write it? With a warm, personal touch, "the way you would say it," we decided. This means beginning with a pointed anecdote, a thought-provoking question, a good quote, or a sharp summary statement. It also means keeping interest high throughout with examples and just enough detail. We talked, too, about using plenty of quotes and description to make the picture of school activities come alive.

The importance of using familiar
(Continued on Page 45)

Collective Bargaining

C. D. OVANS

COLLECTIVE bargaining in the teaching profession in this province, as in industrial unions, is regularized and legalized by *The Alberta Labour Act*.

Every teacher should have a general knowledge of the workings of this act as it affects the profession. Salary negotiating committees should know the act intimately, especially Part V. It is considered sound practice for every local association to devote at least one meeting per year to a general discussion of the provisions of the act.

School boards, too, need educating as to their responsibilities in the collective bargaining process. Before actual negotiations start it would be advisable in some instances to send to each school trustee a marked copy of the act.

Certification should be obtained before any dispute occurs simply as a matter of ordinary recognized procedure. It is preferable that local associations name the Alberta Teachers' Association as its bargaining agent as this enables the Association to come directly and without any delay to the assistance of any local which finds itself in difficulty during negotiations. Negotiations may take place without certification, but certification is nevertheless desirable because:

1. The bargaining status of the Association cannot be questioned after certification. (*Section 59*)

2. Resulting collective agreements are given legal status under *The Alberta Labour Act* and are more easily enforced. (*Section 61, subsection 4*)

NOTE: Application for certification cannot be made until an existing agreement has been in force for ten months or more. (*Section 59, subsection 4(c)*)

This report on the collective bargaining sessions at the Banff Workshop is given by Mr. Ovans, secretary of the British Columbia Teachers' Federation, who was consultant for that group.

There are four phases in the collective bargaining process as provided for in the act, namely:

1. Negotiation between the local committee and the school board.

2. Negotiation of the certified bargaining agent with the school board.

3. Negotiation between the certified bargaining agent and the school board with the assistance of a conciliation officer of the Department of Industries and Labour.

4. The appointment of an arbitration board.

These four phases should be looked upon as steps in negotiation. Agreement, however, may be reached at any stage. Wherever possible, in fact, disputes should be settled at the first level by the two parties directly concerned. This is more likely to be accomplished if:

1. Objectives are clearcut, realizable, and justifiable.

2. A strong and fully representative salary or negotiating committee is appointed. (Where it is impossible to get a strong committee it is better to place the case in the hands of the Alberta Teachers' Association as bargaining agent from the beginning.)

3. A logical, well-substantiated case justifying the proposals is prepared beforehand and submitted to the board in writing.

4. The spokesman presenting the case is respected by the school board for his ability and character.

5. There is complete unity of purpose and action within the Association.

6. Effective machinery has been

worked out previous to the dispute and incorporated into the collective agreement.

7. Good relationships have been established between the board and teachers on matters other than salaries, through an effective local public relations campaign.

Miscellaneous Hints and Recommendations

1. The words "salary schedule" should be abandoned in favor of the term "collective agreement" as used in *The Alberta Labour Act*.

2. Under the term "collective agree-

ment" conditions of work other than those relating directly to salary can and should be bargained for, e.g., sick leave or sabbatical leave provisions, cumulative sick pay, housing accommodation, conditions of transfer, etc. The collective agreement should also, and under the act must, provide machinery for the resolving of grievances.

3. Proposals should be presented as requests, not demands.

4. Consideration should be given to the changing of the effective dates of agreements from a school year to a calendar year basis.

(Continued from Page 23)

tions problems involved. Thus, for instance, in talking about apathetic membership groups sometimes select two or three individuals to hold a conversation in one corner of the room, imagining they are disinterested and talking about the meeting as they might meet during the course of the day. Through listening, the group obtains a more vivid understanding how such members feel and what interests they have which must be challenged if they are to be involved. Another frequently used role-playing situation involved experimentation with different types of leader approach.

The "buzz" session helps give all members an opportunity for expression in the large meeting. After the problem has been posed, individuals move their chairs around into small clusters of from six to ten persons to discuss its various aspects. After a fifteen or twenty minute discussion, the meeting is again called to order and the selected spokesman of each sub-group reports its findings to the total assemblage.

The range of group development study is a broad one leading from

the problems of small group efficiency and leadership to the larger areas of community planning, social change, and community research. While there are many separate facets, they are also inextricably interwoven for in the dynamics of the small group are inherent the potential problems and solutions of all group organization. Furthermore, techniques without insight, understanding, and awareness of the ethical problems involved are meaningless and ultimately ineffective. Some practical gains from group process studies can be immediate however as, for instance, in the handling of conventions and workshops. (Note the article on Conferences, Institutes, and Workshops in *The A.T.A. Magazine* for September, 1949.) Equally practical but less immediately visible are the gains in individual and group growth which lead to improved group functioning as well as point toward a method by which groups can solve their problems, a concern of vital importance to all as we find ourselves in an increasingly complex world pressed by all the challenges of industrialization, mass communication, and rapid transportation.

for teachers of One-Room Schools, Elementary Grades, and One-Year's Training in Alberta

27

	Foothills	Foremost	Grande Prairie	High Prairie	Holden	Killam	Lac La Biche	Lacombe
1st Year	1500	1500	1500	1500	1500	1500	1500	1500
2nd "	1600	1600	1600	1600	1590	1600	1600	1600
3rd "	1700	1700	1700	1700	1680	1700	1700	1700
4th "	1800	1800	1800	1800	1770	1800	1800	1800
5th "	1900	1900	1900	1900	1860	1900	1900	1900
6th "	2000	2000	2000	2000	1950	2000	2000	2000
6-Year Total	10500	10500	10500	10500	10350	10500	10500	10500
7th Year	2100	2100	2100	2100	2040	2100	2100	2100
8th "	2200	2200	2200	2200	2130	2200	2200	2200*
9th "	2300*	2250*	2300*	2300*	2220	2300	2250*	2250*
10th "	2300	2250	2300	2300	2310	2400	2250	2200
11th "	2300	2250	2300	2300	2400*	2500*	2250	2200
12th "	2300	2250	2300	2300	2400	2250	2250	2200
12-Year Total	24000	23800	24000	24000	23850	24500	23800	23600
		Absent during last 7 years—no increments for P.E., except for service in armed forces.	I.C. (Max-1800) L.A. (Max-1700) Schedule not settled for 1949-50	L.A. (Max-1700)	Absent 5 or more years—half of increments for P.E.	S.C.C. L.A. (Max-2000) Married teachers with dependents—\$50 per year	L.A., I.C. (Max-1700)	L.A. (Max-1900) I.C. (Max-2000) Married teachers with dependents—\$50 per year

	Lac Ste. Anne	Lamont	Lethbridge	Macleod	Medicine Hat	Neutral Hills	Olds	Peace River
1st Year	1500	1500	1500	1500	1600	1550	1500	1500
2nd "	1600	1600	1600	1600	1700	1650	1600	1600
3rd "	1700	1700	1750	1700	1800	1750	1700	1700
4th "	1800	1800	1850	1800	1900	1850	1800	1800
5th "	1900	1900	1950	1900	2000	1950	1900	1900
6th "	2000	2000	2050	2000	2100	2050	2000	2000
6-Year Total	10500	10500	10700	10500	11100	10800	10500	10500
7th Year	2100	2100	2150*	2100	2200	2150	2100	2100
8th "	2200	2200	2250	2150	2300	2250	2200*	2200*
9th "	2300*	2300	2250	2200*	2400*	2300*	2200	2200
10th "	2300	2400	2150	2200	2400	2300	2200	2200
11th "	2300	2500*	2150	2200	2400	2300	2200	2200
12th "	2300	2500	2150	2200	2400	2300	2200	2200
12-Year Total	24000	24500	23600	23550	25200	24400	23600	23600
	I.C. (Max-1800)		P.E. outside Alberta but within British Empire Maximum 4 years	Cost-of-living bonus \$20 per month Schedule not settled for 1949-50	P.E. 75x8 L.A. (Max-1825)	L.A. (Max-1800) I.C. (Max-1900)		I.C., L.A. (Max-1700)

	Pincher Creek	Ponoka	Provost	Red Deer	Strawberry	Sturgeon	Sullivan Lake	Smoky Lake	Spirit River
1st Year	1500	1500	1400	1500	1550	1350	1550	1500	1500
2nd "	1600	1600	1500	1600	1650	1450	1650	1600	1600
3rd "	1700	1700	1600	1700	1750	1550	1750	1680	1700
4th "	1800	1800	1700	1800	1850	1650	1850	1770	1800
5th "	1900	1900	1800	1900	1950	1750	1950	1860	1900
6th "	2000	2000	1900	2100	2050	1850	2050	1950	2000
6-Year Total	10500	10500	9900	10800	11100	10500	10350	10500	10500
7th Year	2100	2100	2000	2200*	2200	2100	2100	2040	2100
8th "	2200	2200*	2100	2300	2300*	2250*	2130	2130	2200*
9th "	2250*	2200	2200	2200	2400*	2250	2220	2220	2200
10th "	2250	2200	2300*	2200	2400	2250	2310	2200	2200
11th "	2250	2200	2300	2200	2400	2250	2400*	2200	2200
12th "	2250	2200	2300	2200	2400	2250	2400	2200	2200
12-Year Total	23800	23600	23100	24000	25200	23850	23850	23850	23600
		Married teachers with dependents—\$1.00 per yr L.A., S.C.C., I.C. (Max-1900)	F.S.C.C. (Max-1800) L.A. (Max-1700) Schedule not settled for 1949-50	Married teachers with dependents—\$50 per year I.C. (Max-2500)		S.C.C., I.C. (Max-2150)	I.C. (Max-1770) Teachers of schools (1600-2500)	I.C., L.A. (Max-1700) Absent 5 or more years—no increments for P.E. Schedule not settled for 1949-50	

	Stettler	St. Mary's Riv	Stony Plain	St. Paul	Strawberry	Sturgeon	Sullivan Lake	Taber
1st Year	1600	1500	1500	1550	1550	1350	1550	1500
2nd "	1750	1600	1600	1650	1650	1450	1650	1700
3rd "	1900	1700	1700	1750	1750	1550	1750	1800
4th "	2050	1800	1800	1850	1850	1650	1850	1900
5th "	2170	1900	1900	1950	1950	1750	1950	2000
6th "	2290	2000	2000	2050	2050	1850	2050	2100
6-Year Total	11760	10500	10500	10800	10800	9600	10800	11000
7th Year	2410*	2100	2100	2150	2150	2050	2150	2200
8th "	2410	2200	2200	2250	2250	2050	2250	2250*
9th "	2410	2250	2300*	2350*	2300*	2150	2350*	2250
10th "	2410	2300*	2300	2350	2300	2250	2350	2250
11th "	2410	2300	2300	2350	2300	2350*	2350	2250
12th "	2410	2300	2300	2350	2300	2350	2350	2250
12-Year Total	26220	23950	24000	24600	24400	22700	24600	24450
	S.C.C., I.C. L.A. (Max-2050)	L.A.—\$1400 Absent 5 or more years—50% if increments for P.E.	I.C. (Max-1700) Absent 5 or more years—50% if increments for P.E.	Full credit for P.E. if not absent 5 or more years. Married teachers with dependents \$50 per year L.A. (1300-1600)	L.A. (Max-1650) Full credit for P.E. if not absent 5 or more years	P.E. 75x5 Schedule not settled for 1949-50	L.A. (Max-1950)	

	Thorhild	Two Hills	Vegreville	Vermilion	Wainwright	Westlock	Wetaskiwin	Wheatland
1st Year	1500	1550	1500	1500	1500	1500	1500	1500
2nd "	1600	1650	1600	1610	1600	1600	1600	1600
3rd "	1700	1750	1700	1720	1700	1700	1700	1700
4th "	1800	1850	1800	1830	1800	1800	1800	1800
5th "	1900	1950	1900	1940	1900	1900	1900	1900
6th "	2000	2050	2000	2050	2000	2000	2000	2000
6-Year Total	10500	10800	10500	10650	10500	10500	10500	10500
7th Year	2100	2150	2100	2150	2100	2100	2100	2100
8th "	2200	2250	2200	2250	2200	2200	2200	2175
9th "	2250	2350*	2300*	2350	2300*	2300*	2300*	2250
10th "	2300	2350	2300	2425	2300	2300	2300	2325
11th "	2350*	2350	2300	2500*	2300	2300	2300	2400*
12th "	2350	2350	2300	2500	2300	2300	2300	2400
12-Year Total	24050	24600	24000	24825	24000	24000	24000	24150
	L.A.-less \$100 (Min-1500)	Experience outside Alberta to be counted 50% to a maximum of five years	For teachers with dependents \$100 per year	Married teachers- \$100 per year	I.C. (Max- 1900) L.A. (Max- 1800)		L.A.-Less \$100	Married teachers with dependents \$100 per year

* Maximum

P.E.—Past Experience, N.B.: Where no reference is made to Past Experience, full allowance is given for Past Experience whether served in the Division or elsewhere.

I.C.—Interim Certificate.

L.A.—Letter of Authority.

L.C.—Lapsed Certificate.

S.C.C.—Second Class Certificate.

W.E.C.—War Emergency Certificate.

Note—Special consideration is given by a number of the Divisions for schools with heavy enrollments, Grade IX, Summer School attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.

SCHEDULES WITH MAXIMUM OF \$2400 OR OVER

Acadia	.....\$2500	Stettler	.....\$2410
Calgary	.....2500	Clover Bar	.....2400
Coal Branch	.....2500	Holden	.....2400
Killam	.....2500	Medicine Hat	.....2400
Lamont	.....2500	Wheatland	.....2400
Vermilion	.....2500		

ORDER OF MERIT 6 YEARS

- 1.—Stettler
- 2.—Coal Branch
- 3.—Acadia
- "—Drumheller
- "—Medicine Hat
- "—Red Deer Valley
- "—Taber
- "—Calgary
- 9.—Castor
- "—Neutral Hills
- "—Red Deer
- "—St. Paul
- "—Strawberry
- "—Sullivan Lake
- "—Two Hills
- 16.—Lethbridge
- 17.—Vermilion
- 18.—Athabasca
- "—Barrhead
- "—Berry Creek
- "—Bonnyville
- "—Bow Valley
- "—Camrose
- "—East Smoky
- "—Edson
- "—E.I.D.
- "—Fairview
- "—Foothills
- "—Foremost
- "—Grande Prairie
- "—High Prairie
- "—Killam
- "—Lac La Biche
- "—Lacombe
- "—Lac Ste. Anne
- "—Lamont
- "—Macleod
- "—Olds
- "—Peace River
- "—Pincher Creek
- "—Ponoka
- "—Rocky Mountain
- "—Spirit River
- "—St. Mary's River
- "—Stony Plain
- "—Thorhild
- "—Vegreville
- "—Wainwright
- "—Westlock
- "—Wetaskiwin
- "—Wheatland
- 52.—Clover Bar
- "—Holden
- "—Smoky Lake
- 55.—Provost
- 56.—Sturgeon

ORDER OF MERIT 12 YEARS

- 1.—Coal Branch
- 2.—Stettler
- 3.—Acadia
- "—Calgary
- 5.—Medicine Hat
- "—Red Deer Valley
- 7.—Vermilion
- 8.—Drumheller
- 9.—St. Paul
- "—Sullivan Lake
- "—Two Hills
- 12.—Killam
- "—Lamont
- 14.—Taber
- 15.—Castor
- "—Neutral Hills
- "—Strawberry
- 18.—Wheatland
- 19.—Thorhild
- 20.—Athabasca
- "—Barrhead
- "—Edson
- "—Fairview
- "—Foothills
- "—Grande Prairie
- "—High Prairie
- "—Lac Ste. Anne
- "—Red Deer
- "—Stony Plain
- "—Vegreville
- "—Wainwright
- "—Westlock
- "—Wetaskiwin
- 34.—St. Mary's River
- 35.—Clover Bar
- "—Holden
- "—Rocky Mountain
- "—Smoky Lake
- 39.—Bow Valley
- "—E.I.D.
- "—Foremost
- "—Lac La Biche
- "—Pincher Creek
- 44.—Berry Creek
- "—Camrose
- "—Lacombe
- "—Lethbridge
- "—Olds
- "—Peace River
- "—Ponoka
- "—Spirit River
- 52.—Bonnyville
- "—Macleod
- 54.—East Smoky
- "—Provost
- 56.—Sturgeon



1. Panel on "Future of the Alberta Teachers' Association", L. to R.—R. Ward, H. E. Smith, Jessie Maxwell, F. J. C. Seymour, Donald Nylen and Marian Gimby. 2. Post-panel "buzz" session, left to right, G. Kolotyuk, A. Allen, H. Earle, L. Kelly, back to camera, Mr. and Mrs. Arnett, T. D. Baker. 3. Delegates from B.C., left to right, L. Prior, Mrs. Prior, C. D. Ovans and Mrs. Ovans. 4. Russell Patrick pouring coffee for the delegates after the panel meeting. 5. Seated in the lounge of Chalet 2 are, left to right, Anne Carmichael, Marian Gimby, Bertha Lawrence and Mrs. F. C. Butterworth.

Comments on Banff Workshop

H. E. SMITH

THE Alberta Teachers' Association Workshop at Banff was one of those affairs which everybody enjoys and profits from simultaneously. This daily double was no doubt due in part to the almost universal participation of those present; but not wholly so: the instructors were bright, the weather was salubrious, the stage was magnificently set, and the food was good.

Some people enjoyed the talks, and there were good ones. Some enjoyed their own talk, and of this there was plenty. Many enjoyed the debates, discussions and forums, and these were in good supply. Still others enjoyed the sweet intervals of quiet contemplation where ideas were brewing but none bubbling out. It was a good show, brilliantly conceived, thoroughly organized, and well managed.

The topics were happily chosen and struck me as being awfully well handled. I liked the crisp, business-like manner in which photogenic Miss Waller taught us how to write for the newspapers. Direct, personal, and simple-structured script was the thing, she said. Mr. McKay gave us the pragmatic principles of publicity. It was a pleasure to watch Dr. Nylen fairly oozing social dynamics but skillfully shifting the responsibility

of role-taking to his astonished classes. And pinch-hitting Mr. Ovans was doing a magnificent job on teacher bargaining contracts and such like. To his stout efforts were added the vivacity of Mr. Pugh playing the charmingly equivocal role of neutral advisor and teacher confidant.

Well, it was all good. I had the vague feeling, however, that we were working too exclusively at the level of techniques, of trade skills and methodology. It is true that the professional spirit was invoked on the odd occasion, but one might be permitted to hope that succeeding workshops would stress it more. There are areas of social relationships, community understandings, educational philosophies, and educational reforms which teachers can discuss and evaluate. For a competitive society teachers should properly understand how to drive hard, shrewd bargains and how to sell themselves and their wares. But even in a competitive society they are not free of the obligation to give enlightened and public-spirited service. I fancy, too, that a teacher's life might be more attractively lived at the professional level than at that of the trade unionist. However, that is for the future. The 1949 workshop was a thorough-going success, and I enjoyed every minute of it.

H. R. LAMBERTON

The appointment of H. R. Lamberton as Educational Director for General Films Limited is announced by the head office of the company at Regina, Saskatchewan.

Mr. Lamberton's career has included teaching experience at all three levels of elementary school, high school, and university. During the war he served for four years as an education officer in the Canadian Army. For the past several years he has served as educational adviser to the Northwest Territories Administration at Ottawa.

Mr. Lamberton holds the degrees of Bachelor of Arts and Education from the University of Saskatchewan, and obtained the Master of Arts degree from the University of Minnesota.



OUR LIBRARY . . .

BOOK REVIEWS

Methods in Vocational

Business Education

H. HARMS

W. G. Gage & Company, Toronto

Price \$2.40

The review this month is by Charles J. Everest, on the staff of the Western Canada High School in Calgary, and this year's instructor in business subjects at the University of Alberta Summer School. He is teaching on exchange at the Western Technical Commercial Collegiate in Toronto this year.

This book was recently published (1949) by the *South-Western Publishing Company* (Gage, Canadian agent). Dr. Harms has based this book on his Columbia University doctoral dissertation. His book shows that much research was done, and the liberal quoting of many well-known authorities in the field of commercial education is most interesting.

The first 42 pages are basic and show a background of an optimistic philosophy of business education as well as a sound understanding of the psychological principles of skill building on which most authorities agree.

There are 12 chapters (312 pages), among which are chapters on the following:

Typewriting—Objectives and Equipment.

Typewriting—The Training Program.

Shorthand—Basic Teaching Suggestions, Methods of Teaching Shorthand.

Transcription—33 pages.

Bookkeeping—33 pages.

Three chapters on Office Practice—Objectives, Present Status, Organization, and Personality.

Other Factors in Vocational Business Preparation.

The Working Tools of the Business Educator.

Teachers of commercial subjects will find this book an interesting and worthwhile reference book. Those teachers who are preparing themselves to teach business subjects should place *Methods in Vocational Business Education* on the "must" list.

Plane Geometry Experiments

Archer, Hartley & Schult

Price \$1.25

D. Van Nostrand Company Inc.

"The basic idea of *Plane Geometry Experiments* is that the major geometric truths are better understood by the student when he discovers them for himself. These experiments furnish ways for the student to find out the truth of basic theorems before he attempts to prove them deductively. This laboratory method of teaching geometry has been found, in classroom pre-testing of the material, to have distinct advantages. It minimizes the tendency of the student to memorize theorems without understanding them. It helps the student to become self-reliant so that he requires increasingly less help from the teacher. Teaching time is saved because the student remembers what he has experienced, and so less re-teaching is needed. The student may be led to see the difference between inductive thinking, the method of the scientist, and deductive thinking, the method of the mathematician and philosopher.

Plane Geometry Experiments does much to relieve geometry from the charge of being a hard subject. When the student uses the laboratory

method, he learns by doing. He enjoys the discovery of geometric facts. He understands what he is doing, and proceeds confidently with the next step. This means that geometry holds for him both interest and pleasure—and thereby greater profit.

"Plane Geometry Experiments is intended primarily to supplement the textbook in any plane geometry course. It is also valuable in general mathematics courses, both those terminal in nature and those preliminary to traditional sequential mathematics. In the general course, naturally, geometric proofs may be incidental."

The Saddle of Carlos Perez

George E. Tait

Price \$2.00

The Ryerson Press

"The Saddle of Carlos Perez is the story of an eleven-year-old boy in Colombia, South America. He was the son of a vaquero on the big cattle ranch, Hacienda El Triunfo, near the town of Honda, Colombia. The ranch lay in a valley surrounded on three sides by the Andes Mountains. Carlos had a tremendous admiration for the beautiful hand-tooled brown leather saddle which Don Jaime Cortes, owner of the ranch, used. How Carlos finally got a similar saddle is the theme of the story, which includes cattle thieves, market day in Honda, guests from Canada who ride round the cattle ranges, a day in Bogota, high in the mountains, and a fiesta to celebrate the capture of the cattle thieves.

"George E. Tait, the author, is an Ontario Public School inspector, at present living in Welland. He is a

Canadian who was for three years (1941-1944) Director of the Anglo-American School in Bogota, Colombia. The book is, therefore, written from the Canadian point of view.

"The numerous striking illustrations, many of them in full color, make the book particularly attractive."

Grammar Is Important

A Basic Course for Canadian Schools

A. W. McGuire

Inspector of Schools, Tweed, Ont.

The Book Society of Canada

"Grammar Is Important is designed primarily for Grades 7 and 8, but contains additional chapters on Verbals and other subjects often studied in Grade 9. We draw attention to the following features:

1. Simplified presentation—pupils need not be discouraged or confused by grammar difficulties.

2. Each new point is carefully explained, and followed by suitable and sufficient exercises.

3. Only constructions which have been taught are used in the exercises in the first ten chapters.

4. Suitable emphasis on the functions and relations of words.

5. The inclusion of oral exercises.

6. Avoidance of formal definitions, with only a few exceptions.

7. Unequalled development of both detailed and clausal analyses.

8. Large type and attractive format.

"Grammar Is Important retails at \$1.25, which on direct orders is subject to 20% discount, giving a post-paid price of \$1.08 per copy."

To desire to have many books, and never use them, is like a child that will have a candle burning by him all the while he is sleeping.—*Henry Peacham.*

*Their
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Smiles
Need Help
Now!*

**Help your pupils
form better dental
health habits through
effective classroom
programmes!**



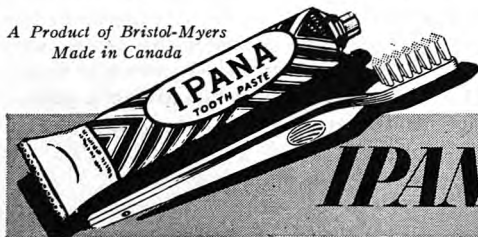
Encourage your boys and girls now, during these important formative years, to give teeth and gums the regular care they need. Your timely guidance can help them enjoy better dental health not only in childhood but through their adult lives as well.

Ipana's popular 5-Way Plan can contribute greatly to the success of your classroom programme. Use the vivid wall chart to point out why teeth need regular home care. Teach the correct method of brushing teeth and massaging gums by means of the larger-than-life-size cardboard tooth model. Follow the carefully-plotted programme outlined in the Teacher's Manual.

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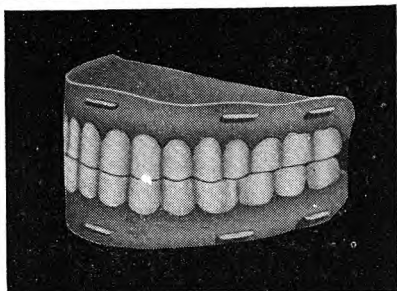
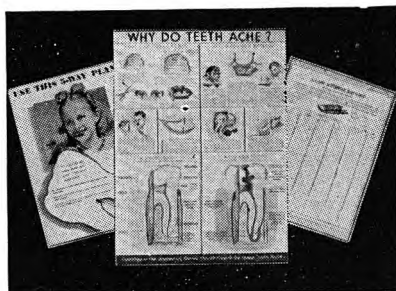
1. Teacher's Manual,
"Use this 5-Way
Plan for Dental
Health".

2. Coloured wall chart
entitled "Why do
teeth ache?"

3. 10-point Daily
Care Score Sheet
(holds records for
20 children).

4. Toothbrushing
model—larger-
than-life-size
cardboard model of
a set of teeth. For
dental care demon-
strations.

5. Giant Certificate
awarded when
entire class qual-
ifies, plus Individ-
ual Certificates for
pupils who qualify
under plan require-
ments.



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Please send me Ipana's 5-Way Plan for Dental Health which includes:

- Wall Chart
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Teacher's Name (Mr., Mrs., Miss).....

Name of School.....

School Address.....

City.....Province.....

Grade Taught.....Class Enrollment.....



Official Bulletin, Department of Education

NO. 124

Young Canada's Book Week

The Canadian Library Association, Association Canadienne des Bibliothèques, through the Canadian Association of Children's Librarians, is sponsoring a book week for boys and girls, to be called *Young Canada's Book Week*. The date is set for November 12-19, 1949. The Canadian Library Association suggests that where there is no library service for children, Young Canada's Book Week may be used as a stimulus to the acquisition of books and libraries in the community.

Guidance Materials

The attention of principals and teachers is drawn to the list of guidance material appearing in the recently published departmental book lists. Any or all of this material may be obtained upon request. Should anyone desire information on a guidance topic or on a vocation a request to the guidance section will result in an attempt being made to provide the information.

Schools offering the Vocations and Guidance elective are urged to undertake the setting up of an occupations library. The Department has recently published a bulletin prepared by Edwin Read, *Building An Occupational Information Library*, which should be of assistance in such a project. Prepared manila folders divided according to particular occupations may be obtained from two sources. The Vocational Guidance

Centre, 371 Bloor Street West, Toronto 5, provide 100 of these for \$3.50, each of which has printed on it the title of a different occupation, space for a bibliography of available materials, and the Canadian census classification for the occupation. The Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois, publishes 70 file folders as a part of the S.R.A. Occupational Filing Plan. The V.G.C. series is recommended because of the low cost, the Canadian census classification, and ease of use. A school can set up its own folders, using Mr. Read's bulletin as a basis. A *List of Free and Low-Priced Material*, issued by the Department of Education, will suggest how much material on occupations can be obtained at little or no cost. A second edition of this pamphlet is now being prepared. It is urged that all classes taking this elective make provision for assembling occupational information on an organized basis.

School Broadcasts

The teachers' edition of the School Broadcast Guide has been mailed to all schools known to have radios. Each teacher using school programs is entitled to a copy. If the supply in each school is not adequate, extra guides are available from the Coordinator of School Broadcasts. The teachers are urged to send in the Student Guide Order Form as quickly as possible so pupils will have their copies for the broadcasts.

**MATERIALS & SUPPLIES
FOR ALL
ARTS AND CRAFTS**

**HOW TO INCREASE
CLASS INTEREST**

Statistics show that interest in lessons increase and discipline problems decrease when crafts enter your classroom. In craftwork, pupils put theoretical lessons to practical use—and improve muscular co-ordination at the same time. Most important, teachers feel, is the habit of accuracy which a craft produces.

There are the finest instruction books, tools and materials for every art and craft at our branch stores. Please drop in or write, our staff will be glad to help you plan class or individual craft projects.

Branch Stores:

645 Yonge Street, Toronto
38 Water Street, Saint John
425 Graham Avenue, Winnipeg

*Lewis Craft Supplies
Limited*

CANADA'S FOREMOST CRAFT SUPPLY HOUSE

**FILMS AND FILMSTRIPS ON
BRITAIN**

The United Kingdom Information Office, Ottawa, has a large selection of educational films of high quality on the United Kingdom available for rent or purchase. They cover a wide range of subjects and are of value in the teaching of social studies, geography, science, history and the arts. Filmstrips of the same type and covering a similar variety of subjects are available for purchase at \$1.00 per reel. For catalogues giving details of the films and filmstrips available please write to the address below.

A limited number of pamphlets on various subjects suitable for educational purposes can also be supplied free of charge. When applying please state the subjects in which you are interested.

**UNITED KINGDOM INFORMATION
OFFICE**

Truro Building
10 Albert Street, Ottawa, Ontario

**Keynote Your
Christmas Concert**

with a producible, non-royalty Script House Play. Three plays suitable for Grades I to VI.

"Shortage in Mother Goose Land", with music.

"Revolt in Toyland", with music.

"The Toy Bag", speaking only.

Seventy-five cents brings you one of the above scripts complete with hints for staging and costuming.

Address:

"SCRIPT HOUSE"

612 Eleventh Street, S.,
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**School Book
Covers**

GOOD NEWS! Love's have a supply of their popular School Book Covers again, available FREE, on request. As paper is still somewhat scarce, we are forced to distribute them on a quota basis, and not as during the War when we sent as many as one and a quarter millions into Western school districts in a season.

When ordering, think of the other student, who also needs them.

LOVE---THE FLAVOR MAN

111 Bathurst Street,
Toronto 2B, Ontario

LETTERS

1949 REVISED TEACHERS' SALARY SCHEDULE

Ottawa, Canada.
August 8, 1949.

To the Editor:

Please find attached the revised salary schedule for teachers in schools operated by the Department of Mines and Resources. This schedule has just been approved by the Treasury Board, and we feel that it offers our teachers a salary in accordance with those being paid in the various provincial schools.

There are features in the regulations which are also attractive. One is a degree bonus for teachers holding or receiving university degrees. You will be interested in the following summary of our schedule:

Teachers holding Permits and Licenses—\$1080 to \$1380.

Teachers holding Second Class Certificates—\$1560 to \$2040.

Teachers holding First Class Certificates—\$1680 to \$3120.

Our policy is to employ teachers holding First Class Certificates whenever and wherever possible, hence a much higher salary is allowed to this group of teachers.

Sincerely yours,
BERNARD F. NEARY,
Superintendent of Education,
Indians Affairs Branch,
Department of Mines and Resources.

1300 Robson Street,
Vancouver, B.C.
August 19, 1949.

To the Editor:

During the past two years, over 60 teachers in Alberta and Saskatchewan have made use of the Lesson-Aids service of the B.C. Teachers' Federation.

Lesson-Aids is a collection of over 170 units of teaching material in lesson form. These comprehensive

units cover a wide variety of subjects. These are tests, projects and teacher information units as well as tips on classroom procedure.

Last year over 25,000 mimeographed sheets were sold at cost to the teachers of B.C. The cheapest units are 3c—the most expensive are 30c.

A complete catalogue of these Lesson-Aids is available to any teacher writing for it.

Yours very truly,
L. W. GREENWOOD,
Secretary,
Lesson-Aids Committee.
British Columbia Teachers'
Federation.

RE: CORPORAL PUNISHMENT IN ALBERTA SCHOOLS

Edmonton, Alberta.
July 25, 1949.

To the Editor:

On March 8, 1949, you instructed us to prepare an opinion concerning the administration of corporal punishment by an Alberta teacher and to consider the law dealing with this matter. There follows a fairly exhaustive review of relevant cases which may aid you in determining the answers to such problems as will arise. It is also possible to derive from the various statements of the law a general principle, and this may be stated as follows:

The teacher is granted both by implication and by virtue of the Criminal Code a measure of authority over the children who are placed in his charge. The law deems it wise that a parent delegate his authority to the school master during that period of the day when the child is necessarily under the master's care and control. Therefore, the teacher's authority cannot be greater than that originally possessed by the parent, but since a parent may chastise his

child bodily a teacher may also do so. The extent and manner of infliction of corporal punishment is always a question of fact. The teacher must ask himself whether the punishment he is about to inflict is reasonable, and he will find the answer by carefully considering the age of the child, his physical condition, and the gravity of the offence. He should also examine his own state of mind, and if he finds any indication of malice or undue anger or vindictiveness then he should not proceed until he has once again brought his own emotions under control.

Section 63 of the Criminal Code provides: "It is lawful for every parent, or person in place of the parent, school master of masters, to use force by way of correction towards any child, pupil, or apprentice, under his care, provided that such force is reasonable under the circumstances." This section represents a statement of the English Common Law and has been applied and interpreted as follows:

In Rex v. Hopley (1860) 2 F. & F. 202, Chief Justice Cockburn charged the jury in part: "By the law of England a parent or a school master (who for this purpose represents the parent and has the parental authority delegated to him) may for the purpose of correcting what is evil in the child, inflict moderate and reasonable corporal punishment, always, however, with the condition, that it is moderate and reasonable. If it be administered for the gratification of passion or of rage, or if it be immoderate and excessive in its nature or degree, or if it be protracted beyond the child's power of endurance, or with an instrument unfitted for the purpose and calculated to produce danger to life or limb; in all such cases the punishment is excessive, the violence is unlawful, and if evil consequences to life or limb ensue, then the person inflicting it

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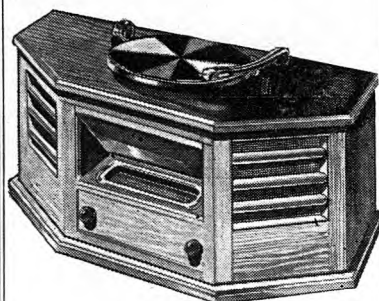
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is answerable to the law."

The law as to correction applies only to a child which is capable of appreciating correction, and not, for example, to an infant two and one-half years old (*See Rex v. Griffen* (1869) 11, Cox C.C. 402.)

"Teachers imposing corporal punishment should be careful to bring themselves strictly within the rules of law so carefully and forcefully laid down in the cases referred to and not to punish wilfully, maliciously, capriciously, or too severely. Each case must be decided according to the facts submitted, and it must always be borne in mind that it is a question of fact for determining whether in the case at Bar the punishment has or has not been excessive. Herein the difficulty lies, and the teacher who acts firmly, but kindly and mercifully, and inflicts punishment in moderation, will, in most instances, and should in all, escape an investigation of his conduct in the Courts." *Per C. J. Chipman in Rex v. Robinson* (1899) 7 C.C.C. 52.

The authority of a school teacher to chastise a pupil is to be regarded as a delegation of parental authority, and any punishment inflicted is presumed to be reasonable and have sufficient cause until the contrary is shown. (*See Rex v. Corkum* (1937) 1 D.L.R. 79)

It has been held that the question of whether the force which was used was excessive is one of fact alone, and that it is immaterial whether or not permanent injury resulted in the determination of whether a teacher acted reasonably. (*See Rex v. Robinson* (1899) 7 C.C.C. 52; *Rex v. Metcalf* (1927) 3 W.W.R. 194; and *Rex v. Gaul* 8 C.C.C. 178)

A teacher's right of punishment may be exercised only when it is necessary to maintain school discipline and its exercise must be in proportion to the gravity of the offence committed. Where punishment ex-

ceeds these limits, and is arbitrary or capricious, or results from anger or bad temper, it is not justifiable. The Court should consider the manner of the infliction, the age of the pupil, the degree of punishment, and the circumstances in which it is inflicted. (*See Brisson v. LaFontaine.*) This is a case decided under the Quebec Civil Code; the principles which it states are unquestionably sound and would be applied in this jurisdiction.

In *Cleary v. Booth* (1893) 1 Q.B. 465 a pupil on his way to school beat another pupil and upon his arrival was subjected to a caning by his headmaster. The latter was sued for assault and the question before the Court was whether he was justified in inflicting punishment upon the boy for an act done outside and a considerable distance from the school premises. It was held that the school master's authority extended not only to acts done in the school but also to cases where the complaint of acts done out of school and while proceeding to or from it, is made to the school master. Collins, J. held that "very grave consequences would result if it were held that the parent's authority was effective up to the door of the school and that then and only then the school master's authority commenced; it would be a most anomalous result to hold that in such a case as the present the boy who had been assaulted had no remedy of complaint to his master, who could punish the assailant by a thrashing but must go before the magistrate to enforce a remedy between them as citizens. . . . It cannot be that such a duty or power ceases the moment that the pupil leaves school for home; there is not much opportunity for a boy to exhibit his moral conduct while in school under the eye of the master; that opportunity is while at play outside the school, and if the school master has no control over the boys in their

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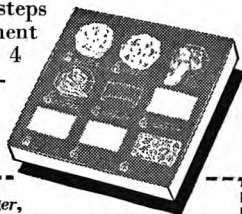


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relation to each other except while they are within the school halls this object of the Code (i.e. the grant of authority) would be defeated." This case stands as the guiding principle on the question of a teacher's authority over his charges while they are not actually on the school premises.

In *Mansell v. Griffen* (1908) 1 K.B. 160 the regulations of the school prohibited the infliction of corporal punishment by anyone but certain designated teachers. Nevertheless, an assistant teacher struck a child on the arm with a ruler thereby causing serious injury, since the child was, unbeknownst to the teacher, afflicted with tumors. In its judgment, the Court held that the teacher of a class has the ordinary means of preserving discipline and as between the parent of the child and the teacher it is enough for the teacher to be able to say "the punishment which I administered was moderate, it was not dictated by any bad motive, and it was such as is usual in the school and such as the parent of the child might expect that the child would receive if it did wrong." The Court also held that the domestic or internal regulations of a school of which the parent knows nothing and which are subject to constant change do not in any way affect the ordinary authority of punishment delegated to a teacher.

Thus, while a breach of school regulations dealing with corporal punishment may lead to a teacher's dismissal by the board, it does not follow that such breach will automatically give the aggrieved child or his parent a cause of action for assault.

The two preceding cases and the principles stated therein were applied and approved in the case of *Rex v. Newport Justices* 1929 2 K.B. 416.

Yours truly,
**FIELD, HYNDMAN, FIELD,
ZIMMERMAN & OWEN.**
Per Peter M. Owen.

(Continued from Page 24)

words came in for much discussion, especially when we began working with the Dale - Chall readability formula. For the second of their two sessions on education writing, teachers were asked to write a short article on one of the evening panel meetings or on some program in their schools. Then they analyzed their own writing to see how easy it would be to read and understand, using the Dale list of familiar words and average sentence length as a measure, according to the Dale-Chall formula. Then we read the articles aloud and listened for the marks of readability.

The "News From Our Locals" section of *The A.T.A. Magazine* was scrutinized for its news value and helpfulness to teachers. Some of the suggestions that grew out of this were:

1. Put more "meat" into the leads.

2. Include a few brief but pertinent quotes from the talks given at meetings.

3. Leave out such subjective comments as *interesting* speech and *delicious* luncheon.

4. Include something that will show what happened at the meeting that will change the way teachers act, think, handle youngsters.

How are we to get these workshop ideas back to our locals so a program can be put into action? This was a question that puzzled many delegates. Out of the puzzling came these recommendations:

1. Use the fall conventions as an opportunity to present ideas garnered at the Alberta Teachers' Association Workshop.

2. Set up a publicity committee within each local and have it go through a month-long training program based on workshop tips as presented by the delegate.

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members of, but should work themselves into positions of leadership in every type of community organization. Then, when public support is needed for education, the teachers themselves will be able to help formulate friendly attitudes towards the schools.

In the process of assuming a more active role in the affairs of the community, and in placing themselves in the forefront as contributing members of society, teacher groups should not overlook the value of undertaking programs of unselfish service. They should devote their time and energy, and if necessary some of their money, to projects designed to help others, projects which are not directly connected with teacher welfare or activities. When the opportunity presents itself they can help the Red Cross, or handle membership campaigns for charitable organizations. Or perhaps they can send underprivileged children to summer camp or do any one of a dozen things to help the community or its less fortunate members.

One means of establishing favorable contact with the lay public is the practice of teacher groups in sending letters of appreciation or congratulation to civic leaders and others in public life. There are many opportunities for the local teacher organization to express its pleasure or appreciation for favorable action by elected officials or to congratulate a person when some honor is bestowed upon them. A small item, to be sure, but an important one.

Teachers' Speakers Bureau

In every community large enough to have one or more organizations the local association has an ever-present means at hand of contacting

the public. It is through the use of teacher speakers. Every teacher has some subject or activity upon which he or she can speak interestingly. It may be a hobby, a former occupation, some experience or knowledge that can be shared with others.

In the larger communities a teachers' speakers bureau can be established. By polling the membership the extent of teacher talent can be determined. A list of persons willing and able to talk in public then can be drafted and distributed to the organizations before whom it might be desirable to have appearances made. The response will be gratifying and profitable, too, for the cause of education.

The continued use of press and radio in telling the story of education will be necessary, of course. To make the most effective use of these media will require the attention of at least one person. Contact must be established with the press so that the needs, desires, deadlines and policies of the newspapers can be learned. Then, systematically, news of the schools and teacher group activities can be given the public through the printed page. Likewise, the facilities of the radio station can be utilized. Most stations not only welcome, but solicit good material. A conference with the local station will indicate the type and quantity of material which can be used from educational sources.

By careful planning and continual attention to the relationship of the schools and the public, local teacher associations throughout Alberta can do much to develop a more favorable attitude towards education. In the final analysis, it is a job that can be done only by the teacher.

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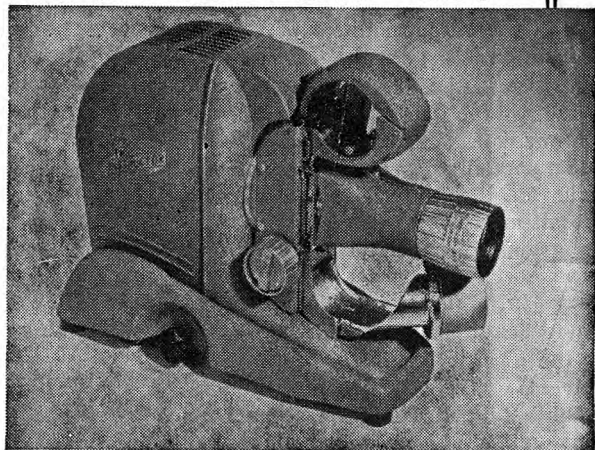
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with the college's reputation for "effectiveness" in this field. The colleges included in the study were generally recognized as doing good work in building ethical understandings, and the replies indicate that most of the leaders of these colleges have rather clear and strong opinions as to the responsibilities of teacher education.

A Supplementary Report

When the questionnaire was sent to one college, the faculty decided to do a special study on its own campus. The blank was reproduced and sent to all members of the faculty and to a group of experienced elementary and secondary school teachers who were in attendance at the college at the time.

Both groups agreed that professional ethics was highly important and that much of the typical teacher's understanding of ethics should be acquired during preservice preparation. While the college faculty thought that there was enough content to professional ethics so it could be taught, many of the teachers from the field doubted that this was so.

The teachers in service were of the opinion that there was inadequate guidance of student teachers during college preparation. Also, they thought that teachers' organizations had to give more attention to professional ethics by helping to select prospective teachers, providing more opportunities for teachers to discuss their mutual problems, promoting closer social relationships among teachers, and publicizing ethics matters in professional publications.

The public school teachers seemed to be very realistic about the ethical problems of teaching. They criticized the lack of planning of many typical courses in teacher preparation.

It may be said in defence of the college faculty members that they have an interest in offering student

teachers a broad background through their courses. They have their sights set on many phases of ethics which are "goals" toward which the profession should be striving.

Experienced teachers, on the other hand, may be forced by the frequency of certain conditions in typical school systems to give almost constant attention to recurring and relatively minor ethical relationships. Neither group is "wrong", for the answer is to be found in a blending of both points of view.

What To Do

The inquiry form asked for suggestions to what the organized profession might do with respect to professional ethics. Among the suggestions were the following: (1) presentation of a booklet on the NEA Code of Ethics to each beginning member of the Association, (2) publication of magazine articles on ethical problems, (3) encouragement for groups of teachers to prepare their own codes, (4) condemnation publicly and officially of major violations of ethical codes, and (5) ejection from professional groups of those who do not adhere to important professional principles.

Interestingly enough, most of the suggestions have been done by the Association and the committee for a number of years. State and local education associations have carried on similar activities. Apparently many of these activities and publications have not come to the attention of teacher-education leaders, or perhaps they meant to suggest that more of the same should be distributed more widely throughout the country.

The somewhat new idea suggested by some was that the organized profession should assume more responsibility for **enforcing** the code of ethics. In other words, the profession should not only pronounce high purposes but should demonstrate that it

means what it says.

But codes of ethics, like many other things, begin in the minds of men. It is not possible to enforce a code which is **not clearly stated**, nor is it ethical to condemn those who

have not had an opportunity to acquire ethical understandings. Thus we return to teacher education and its responsibilities. What can the teachers' colleges do to make ethics as contagious as measles?



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Financial Statement

SUMMER SCHOOL STUDENTS' UNION
Edmonton, Alberta

For the 1948 Session (Year ended October 31, 1948)

STATEMENT OF RECEIPTS AND DISBURSEMENTS

Exhibit "A"

Receipts

Fees	\$1,382.62
Evergreen and Gold	581.00
Ticket sales—dances	455.12
—swimming	18.00
Bond interest	16.25
Total receipts	\$2,452.99

Disbursements

Athletics

Bowling	\$ 32.60
Softball	45.45
Swimming	30.00
General sports expense	36.81
	<hr/>
	\$ 144.86

Entertainment

Dances	584.70
Teas	94.03
	<hr/>
	678.73

Administrative and Sundry

Honoraria	200.00
Stenographer's salary	165.00
Daily bulletin	122.08
Evergreen and Gold year book expense	705.74
Building Fund collection expense	7.03
General expense	22.05
	<hr/>
	1,221.90

Total disbursements 2,045.49

Excess of receipts over disbursement \$ 407.50

Represented by:

Balance on deposit with the University of Alberta, as at October 31, 1948....	\$1,273.79
Balance on deposit with the University of Alberta, as at October 31, 1947....	866.29

Excess of receipts over disbursements \$ 407.50

STATEMENT OF ASSETS AND LIABILITIES

Exhibit "B"

As at October 31, 1948

Assets

Current Assets

Balance on deposit with the University of Alberta	\$1,273.79
Dominion of Canada bond (at cost)	505.00

Total current assets 1,778.79

Fixed Assets (at cost)

Office equipment	\$ 46.25
Sports equipment	125.00

171.25

\$1,950.04**Liabilities and Surplus**

Liabilities	\$ Nil
Surplus	

Balance, as at October 31, 1947..... \$1,542.54

Add: Excess of receipts of disbursements for the 1948 session 407.50

Balance, as at October 31, 1948 1,950.04

\$1,950.04

EDMONTON, Alberta, August 8, 1949.

We have audited the accounts of the Summer School Students' Union, for the year ended October 31, 1948, and have received all the information and explanations we have required.

In our opinion, the above Statement of Assets and Liabilities is properly drawn up so as to exhibit a true and correct view of the state of the Union's affairs, according to the best of our information, the explanations given to us, and as shown by the books.

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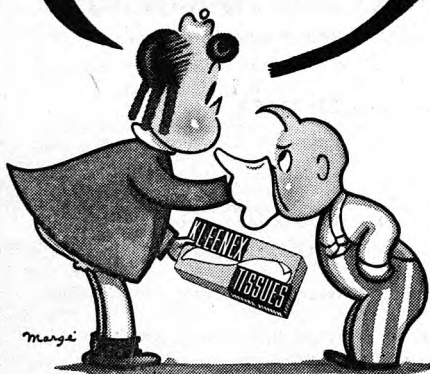
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BON ACCORD - GIBBONS SUB-LOCAL

Track Meet Planned

Plans for an elimination track meet to be held at Gibbons on Friday, September 21, were drawn up at the reorganization meeting.

All members were in attendance, with Mrs. J. Cardiff presiding and Mickaline Kowalski as secretary. Following the presentation by J. Sywolos of the executive report of the June meeting of the Sturgeon Local, the election of officers was held. James N. Ross is the new president, Audrey Kuntz, vice-president, Laila Laukas, secretary-treasurer and press correspondent, J. Sywolos, councillor to the Sturgeon Local.

EDMONTON SEPARATE SCHOOL LOCAL

Welcome New Teachers

On behalf of the Local, V. J. Dederichs introduced and extended a sincere welcome to the new members of the staff at the local's first meeting in September.

Mr. Dederichs was elected president of the local, Rev. Father P. Connelly, vice-president, Marilyn Casey, secretary, Marie Biamonte, treasurer, and Rev. Sister M. Lelia, Stella Noel and Irene Moran, councillors.

HIGH PRAIRIE LOCAL

Finances Discussed

The financial status of the local and the transportation expenses of councillors from the sub-locals were among the problems discussed at the September 8 meeting.

Members were notified that the fall convention originally slated for September 29 and 30 was to be held September 26 and 27.

JASPER SUB-LOCAL

D. Wright Re-elected

Headed by D. Wright as president, the following slate of officers was

unanimously elected for a second term of office at the first meeting of the sub-local: vice-president, Muriel Shortreed; Edna Giebelhaus, secretary-treasurer and press correspondent; T. Siddall, councillor.

McMURRAY - WATERWAYS SUB-LOCAL

Regular Meetings Planned

On September 17, the teachers of McMurray and Waterways met to organize a sub-local branch of the Alberta Teachers' Association. Officers for the school year are as follows: J. Forsyth, president; Antoinette Aquin, vice-president; Ruby Mayo, secretary; Agnes Jackson, press correspondent.

Regular monthly meetings of this branch will be held alternately at McMurray and Waterways throughout the year.

OLDS LOCAL

Banff Workshop Discussed

The main items of business at the Olds Local meeting were salary schedule negotiations and the fall track meet. A report was made to the 23 teachers present by the member who attended the Banff Workshop in August.

PRAIRIE RIVER SUB-LOCAL

Convention Planned

Superintendent L. A. Broughton, guest at the meeting discussed with the group preparations for the fall convention held on September 26 and 27. Committees were set up with the following personnel: Program, Mrs. F. Herman, Gladys Nordtorp; Billing, E. Pratt, Mrs. R. Hamer; Entertainment, Kathleen Fulcher, Dorothy Storm, A. Herman; Banquet, Mrs. M. Hayden, Mrs. A. Halbert; Display, F. Cushing, Mrs. I. Richmond.

Officers for the sub-local for 1949-50 are: F. Cushing, president; Mrs. R. Hamer, vice-president; Venice

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EDMONTON

Jones, secretary-treasurer; B. Hal-
bert, press correspondent.

RADWAY SUB-LOCAL

Fee To Be Paid

A motion, that the members pay a
twenty-five cent membership fee, was
passed at the organization meeting
of the Radway Sub-local.

Other business at the meeting in-
cluded a discussion of the track meet
and election of officers. J. C. Dubeta
was elected as president; W. Cheker-
da, vice-president; N. Panylyk, sec-
retary-treasurer; Mrs. Z. Sawchuk,
social convener; A. J. Styra, coun-
cillor, and H. Bottolfs, press cor-
respondent.

ST. PAUL LOCAL

Guidance Program Planned

In a series of teachers' institutes
held in St. Paul School Division dur-
ing the past two weeks, under the
direction of R. Racette, Inspector of
Schools, plans were made for the
instruction of guidance of students
in the inspectorate during the 1949-
50 school year. Nearly 100% atten-
dance of teachers was reported, with
a total of 107 teachers attending the
following institutes: Heinsburg, 10;
Elk Point, 18; St. Paul, 43; Bellervie,
18; Ashmont, 18.

Mr. Racette, in addressing the
teachers, urged them to get to know
and understand their children in
order that they might adapt proper
methods of instruction to them. He
saw the need of realizing the special
difficulties each student is faced
with, and that each teacher must help
his students to succeed. By giving the
students responsibilities in the class-
room, he felt that they might become
better citizens of their communities.
He expressed the view that mere
instruction was not enough, but that
the children should develop physical-
ly, socially and morally as well.
Teachers were urged to have their
schools become members of the

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Junior Red Cross and to participate in the activities of that organization. The teachers were praised for the cooperation they had shown in the past and high hopes were held out for the future in this respect.

A. D. Hamilton, of the Audio-Visual Aids Branch of the Department of Education, addressed the teachers on the use and purpose of visual aids in education. He saw three areas of thinking as being what all teachers should be concerned with, i.e., the child, instruction, and the philosophy of education. It is in the second area that audio-visual aids serves their purpose. He stated that the present philosophy of education was built around the central idea that the child is a person of worth. He concurred with Dr. Corey in the view that you can tell the kind of job a teacher is doing by the amount of sensory aids which he uses in instructing his pupils. The purposes of these aids were seen to be: 1. To provide basic experience for students, 2. To motivate children in the learning process, 3. To save time, 4. To provide variety in instruction.

J. V. Jacobson, Supervisor of Instruction for the St. Paul School Division, outlined organization plans for a guidance program to be instituted in the division this year. It is hoped that by initiating records and tests in four school grades this year that the program would be completed in three years. An intensive inservice training program was planned in which teachers would receive assistance and training in administering tests and keeping records and in the proper interpretation of results. It was planned to have a central library of occupational information, with smaller libraries located in the larger schools in the division. Plans were made for group guidance of students and for individual counselling. Teachers were asked to bring a list of the problems

of their students to the fall convention, in order that the objectives of the guidance program might be based on students' needs.

The institutes were concluded with a question box period, at which teachers submitted questions in writing.

Principals' Association Formed

At a recent meeting of the principals of the St. Paul Inspectorate held in St. Paul, a principals' association was formed, with R. E. Beattie of Elk Point elected as president, Rev. Sister St. Daniel of St. Paul as vice-president, and Rev. Sister St. Charles-Albert of St. Lina as secretary-treasurer. Plans were made for holding of further meetings, at which problems common to the principals would be discussed.

R. Racette, Inspector of Schools, addressed the principals stating the important position they held in their respective schools and thanking them for the invaluable assistance they had given in the past and were continuing to give. He congratulated them on having formed their new association and saw it as a worthwhile means of improving the education of all of the students of the inspectorate. Mr. Racette welcomed A. W. Reeves and T. Byrne, High School Inspectors, and introduced J. V. Jacobson as Supervisor of Instruction of the St. Paul School Division.

Dr. Reeves, in addressing the teachers, saw the need of democratic education among them. He discussed the possibilities of different time-table combinations that could be worked out in the high school program. He recognized the important work performed by the principals, and the possible values of the newly-formed association.

Mr. Byrne outlined what work was being done in other parts of the province by such principals' associations. He saw the principal as a key person in the field of education,

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performing many important super-
visory and advisory services. He
thought that such an organization
could do much to develop profession-
al growth.

Mr. Jacobson, in outlining the or-
ganization of the guidance program,
expressed the view that the success
or failure of the guidance program
in each graded school rested largely
on what the principal did to en-
courage its development. He saw the
principal as the hub of leadership
of the entire guidance program.
Plans were developed for the in-
service training of teachers in guid-
ance techniques, by the holding of
regular staff conferences, at which
guidance problems and case studies
could be discussed.

STRATHMORE SUB-LOCAL

Mrs. Kenny Hostess

Twenty teachers were present at
the first meeting which was held at
Mrs. Kenny's home in Strathmore.

The following officers were elect-
ed: President, Ian Mackenzie; vice-
president, F. Bazant; secretary-
treasurer, Dorothy Scott; councillor,
S. Crowther; press correspondent,
J. Mactavish.

VULCAN SUB-LOCAL

C. M. Lavery To Speak

Mr. Lavery, Superintendent of
Foothills School Division, will be
guest speaker at the next meeting
of the Vulcan Sub-local, it was
decided at the September 13 meeting.

The ten teachers present at the
meeting elected K. McPherson presi-
dent of the sub-local; Mrs. R. Scher-
man, vice-president; C. Yeomans,
secretary-treasurer; recording secre-
tary, Hazel Cameron.

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